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ABSTRACT

Lengthy abstracts in English are provided for each of the items listed in this bibliography of documents on Polish education. Contents are organized as follows: 1) History of Education; 2) Laws and Legislation; 3) General Information on Education; 4) Social and Educational Sciences; 5) The Teacher's Profession; 6) School and Institutions, by type or level; and, 7) Miscellaneous topics. Most of the materials cited were published between June and October 1970; earlier references are cited in Volume 9, Number 3 of this publication, ED 046 823. (AWW)

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Selected Bibliography of Polish Educational Materials

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EXPLANATORY NOTE

Beginning with No. 1/1970 the quarterly "Selected Bibliography of Polish Educational Materials" is edited by the Section for Documentation and Information of the Institute for Educational Research of the Ministry for Education and Higher Education. Editorial staff has thus been changed. Principles of selecting and presenting materials are maintained. "Selected Bibliography" is published by the Central Institute for Scientific, Technical and Economic Information.

Readers are invited to send their remarks concerning the selection of materials and the form of bibliographical notes.

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SELECTED BIBLIGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time from June to October 1970.

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I. HISTORY OF EDUCATION

311. FALĘCKI, TOMASZ: **Niemieckie szkolnictwo mniejszościowe na Górnym Śląsku.** (German Minority Schooling in Upper Silesia in the Years 1922–39). Państwowe Wydawnictwo Naukowe, Kraków 1970, 163 pp.

The article presents history of German minority schooling in Upper Silesia in the years 1922–39. The German schooling of this period played a considerable social and political part, since its recruitment campaigns bore character of political strife. The author considers the history of German schools in historical, social and national aspects without investigating their educational role. The article includes discussion of social and political role played by German schools, endeavors of German minority organizations in connection with schooling and of the attitudes in the Polish society and authorities toward these matters. Since the between-the-wars period is not a uniform one, the author divided his work into four parts: 1) Establishment of German minority schooling. First conflicts (1922–26), 2) Fight for the range of German schooling (1926–33), 3) Attempts at a compromise (1933–37). Hitler's coming to power. Extinction of Geneva Convention, 4) The period after the termination of Geneva Convention (1937–39).

312. JAKUBOWSKI, JÓZEF: **Ogólnopolski Zjazd Oświatowy w Łodzi.** (The National Educational Congress in Łódź). *Nowa Szkoła* 1970, No. 7/8, pp. 2–8.

The Ministry for Education of the Polish Committee for National Liberation started its activities on July 27, 1944 in Chełm Lubelski by introducing some curricula and organizational changes to primary and secondary schools functioning on the liberated territories. There was an evident necessity, however, to introduce a general reform of schooling which would adjust schools to the changed social and political conditions and to work out a new system of education consistent with the new socio-economic system of the country, aiming at the formation of a new, free, uniform, public school. In order to confront the conception of school reform with opinions of chief educators, teachers and activists and to mobilize their forces for work on the reform, a National Educational Congress was held in Łódź, June 18–22, 1945. The number of participants of the Congres organized by the Ministry for Education amounted to 556. In the opening speech Minister S. Skrzeszewski presented problems of education in the Polish People's Republic and pointed to the necessity of changes in teaching and education. Following papers were presented: "Principles of School Reform" (W. Bieńkowski), "Principles of Curricula Modifications" (Ż. Kormanowa), "Basic Tasks of Teachers in the Polish People's Republic" (Cz. Wycech), "Network of Schools and Teaching Staff in the Light of the New School System" (M. Falski), "Directives for the Development of Adult Education and Popularization of Culture" (A. Przedpełski). In the course of discussion discrepancies were noted between opinions represented by the Polish Teachers' Association and the Ministry for Education. The final resolution was, however, adopted unanimously. Not all of the postulates set forth at the Congress were realized, it has, however, formed a solid ideological and organizational basis for Polish schooling and is an important achievement of the Party in the field of education.

313. KARWIN, JÓZEF: **Nauki Lenina o roli nauczyciela.** (Lenin's Views on the Role of the Teacher). *Życie Szkoły* 1970, No. 3, pp. 1–7.

In his numerous speeches and publications Lenin devoted much place for educational problems viewing them as the only way to cultural revolution, indispensable for the building of socialism in all fields of social, economic and political life. School system in its educational activities should be closely connected with political tasks of the revolutionary fight of proletariat for the building of a socialist society. The school and the teacher are mighty ideological factors in the shaping of the new society, since the school and education are usually of a class character and serve the interests of particular social classes. Realization of communist education of adolescents depends to a great extent on the teacher. Lenin considered teachers to be active builders of communism engaged in the fight for communist education of the young. The teacher who is to educate effectively shaping patriotic and international attitude in his pupils and in the whole of the community should be himself educated in a communist way. The most important problem was thus training teachers to carry out great educational programs and liquidate illiteracy which occurred in about 75 percent of inhabitants of the country immediately after the October Revolution. Lenin ascribed considerable influence to teacher's personality and his ideological attitude, which would permit to combine the imparting of theoretical information with practical life of the country and fight for the new socio-economic system. In the course of the twenty five years of the Polish People's Republic Lenin's ideas exerted great influence on moral and political attitudes of the Polish teachers. In the years 1944–45 which included the period of shaping fate of the nation, Polish teachers proclaimed themselves in favor of socialism, democracy and social justice.

314. KRASUSKI, JÓZEF: **Szkolnictwo zawodowe w okresie okupacji hitlerowskiej na terenie Generalnej Gubernii.** (Vocational Schooling in Poland in the Times of Nazi Occupation). *Kwartalnik Pedagogiczny* 1970, No. 2, pp. 223–120, Rez. Sum.

The article presents in chronological aspect situation of vocational schooling on the part of the territory of the pre-September Poland intended as seat for the Poles by the Nazi occupants in the years 1939–44. The author considers qualitative and quantitative aspects of the Polish vocational schooling, types of schools, curricula and teaching plans in the light of legal acts. He also analyzes activeness on the part of the Polish society in this field and the negative attitude of German authorities to education in Poland. The next part of the article is devoted to considerations of the role of vocational schooling in the over-all system of schooling both the official functioning according to occupant's directives and clandestine.

The author discusses the secret realization of primary and even higher school curricula in vocational schools. Activities of vocational schools are here presented as an element of the national fight against the Nazi.

315. MIĄSO, JÓZEF: **Dzieje oświaty polonijnej w Stanach Zjednoczonych.** (The History of the Polish Schooling in the United States). Państwowe Wydawnictwo Naukowe, Warszawa 1970, 303 pp.

The book presents beginnings, development and functioning of Polish schooling in the United States of America in the course of the last century. The author's considerations concentrate round educational institutions and their role in the life of emmigrants. Much place is also devoted to the out-of-school forms of cultural and educational activity primarily on the part of adults. Relatively less attention is paid to American public schools educating part of the youth of Polish origin. The main part of the book is devoted to parochial, secondary and complementary schooling. The Polish schooling in the United States underwent a significant evolution in the period of the last 100 years. Polish schools established by the first immigrants in the first half of 19th century prevented illiteracy as their main task. Majority of parochial schools represented considerably lower level in the area of organization and teaching methods than did public schools. The reform aiming at the levelling of the two types of schools took place as late as the beginning of the World War I and lasted until the year 1945. Since then parochial schools have, however, lost their Polish character. They were transformed into American catholic schools maintained by the inhabitants of formerly Polish parishes. Laic complementary schools grew in importance then and it is from them that the author expects the development of the future Polish schooling in the United States. In spite of many shortcomings Polish schooling played a significant role in the field of strengthening bonds within the group of Polish immigrants as well as in the field of maintaining contacts with the home country. The author also discusses processes of americanization in the Polish group. Alongside with that he stresses individual character of the group preserving a number of Polish cultural traditions, first of all mother tongue. Some attention is also paid to educational activities carried out by national associations and youth organizations.

316. RABICKI, ZDZISŁAW: **Pedagogizacja rodziców w województwie katowickim.** (Education for Parents in the Region of Katowice). *Chowanna* 1970, No. 3, pp. 321–345.

The author presents general remarks on the educational culture of the Polish society and discusses stages, methods and directions in promoting pedagogical knowledge among parents, which have been applied in the district of Katowice since the year 1945.
1) Period of 1945–49. Courses for adults were started on the initiative of schools and educational institutions. The so-called "pedagogization" consisted in meetings with parents and their individual contacts with teachers. Important role was played by people's universities and workers' universities. 2) Period of 1950–56. People's and worker's universities do not function, so the activities in this field are carried out by schools and cover relatively narrow groups of parents. Educational work with parents was not carried out systematically and did not provide sufficient amount of information. 3) Period of 1957–68. Initiative of schools is now supported by social and cultural institutions, trade unions and youth organizations, Parents' universities were established, the number of which amounted in 1968 to 289. Important role is played by lectures organized and conducted by numerous social organizations, e.g. Women's League, Association of Peasant Women, Association for Laic School, Association for Common Knowledge, Association for Birth Control and youth organizations. The leading role in the district of Katowice was played by the Association for Laic School established in 1957. The Association aimed at socialist education of the Polish youth and with this end offered aid for teachers and parents. The number of parents' universities organized by the Association for Laic School in the district of Katowice is the largest in the country.
4) Period after 5th Congress of the Polish United Workers' Party in 1968 is characterized by an increase in the in-

terest for these problems. Concluding the author presents a number of postulates pertaining to popularization of educational courses for parents in the Polish People's Republic.

317. SŁODKOWSKI, WŁADYSŁAW: **Z dziejów recepcji szkolnej dzieł Henryka Sienkiewicza.** (Books by Henryk Sienkiewicz: The History of Their Reception in Schools). *Przegląd Historyczno-Oświatowy* 1970, No. 1, pp. 38–54, Rez. Sum.

The author gives evidence of great popularity of books by Henryk Sienkiewicz among children and adolescents of generation contemporary to the author. His considerations are accompanied by copious documentary evidence in the form of memoirs from the period of years 1875–1905. Conditions for getting acquainted with books by H. Sienkiewicz in the territories of the Polish Kingdom were extremely difficult because of the consequences of the foreign occupation. Works by the famous writer were forbidden in all secondary schools of Russian and Prussian partitions. Novels and short stories were read illegally and then discussed at clandestine meetings of patriotic and progressive self-instruction associations and clubs. The author of the article considers historical, national and patriotic matters of Sienkiewicz's writings to be the source of their popularity. He also stresses the role of their artistic values as style or construction. Adolescents read these books for strengthening the spirit of national self-defence and belief in the coming liberation. Remarks on the popularity of Sienkiewicz's writings in that period are also included in some publications by other writers of the time, e.g. Prus's and Żeromski's. In the between-the-wars period the popularity of his books has not decreased at all. The theses are justified by research on reading habits carried out by M. J. Ziomek, M. Rudnicki, A. Mikucka, S. Siekierski and others.

318. TRZEBIATOWSKI, KLEMENS: **Szkolnictwo powszechne w Polsce w latach 1918–1932.** (Schooling in Poland in the Years 1918–1932). Zakład Narodowy im. Ossolińskich, Wrocław 1970, 367 pp., Rez. Sum.

The author presents tendencies in the development of the Polish schooling in the years 1918–1932 against the background of social, political and economic situation of the country.

1) Period of 1918–1932. This period includes the beginnings of liberated Poland and its functioning as a state. In these times legal foundations of primary schooling were formed, curricula constructed and its unification and integration carried out.

2) Period of 1923–26. It is a period of considerable changes in the political set up of the country which resulted in the coming to power of the national democracy party forces, which exerted considerable influence on the Polish primary schooling.

3) Period of 1926–32. Personal changes in the state administration brought about modifications in the school system. The so-called "sanatory" party authorities came into power and revealed at the beginning of their rule a tolerant attitude toward left-wing teachers and educational workers. Activities pertaining to modifications in the educational system were carried out. The last years of this period brought both an economic crisis and a demographic explosion, which alongside with faulty government policies resulted in a regress of schooling. Authorities introduced the so-called state upbringing which required changes in the educational system of Polish schools. This period ends with the bringing into life of a new educational system by the act of March 11, 1932. In his analysis of Polish schooling the author discusses only several of the basic problems connected with the subject. He concentrated on various relations between schooling and the socio-economic system and influence of political parties on attitude formation in the field of education.

319. TUROS, LUCJAN: **Uniwersytet Ludowy Ignacego Solarza i jego wychowankowie.** (Ignacy Solarz's People's University and Its Pupils). Ludowa Spółdzielnia Wydawnicza, Warszawa 1970, 267 pp.

The author presents analysis of activities of the People's University directed by Ignacy Solarz and discusses its social and educational functions. The People's University was first established in Szyce near Cracow and then moved to Gać Przeworska, where it functioned till the year 1939. In the first three chapters of his book L. Turos discusses educational system of the university on the basis of archival data. The titles of the chapters are the following: "History of People's Universities in Denmark and in Poland", "Ignacy Solarz's Conception of the People's University and Danish Patterns" and "Activities of the People's University in Szyce and in Gać Przeworska". The significance of educational institutions founded and directed by Ignacy Solarz is presented here against the background of social, political, economic and cultural situation of the country. Further two chapters are devoted to functions of the People's University in the opinions of its graduates and the society and to professional careers of its students. Data have been collected by means of interviews and observations of 156 students of the university. Additional materials come from 15 interviews of activists from various social organizations who presented opinions on activities and attitudes of the students under examination. On the basis of these materials the author states that atmosphere of the People's University left characteristic imprints on personality, views and aspirations of its students. They are presently expressed in their active participation in the economic, political and cultural life of the country.

320. URBAŃSKA, BRONISŁAWA: **Sprawozdanie z sesji naukowej poświęconej życiu i działalności Marii Grzegorzewskiej, Warszawa 8 listopada 1969.** (Report on the Session on the Life and Activities of Maria Grzegorzewska, Warsaw, November 8). *Szkoła Specjalna* 1970, No. 1, pp. 35–49.

Report of the Session includes abstracts of the following papers: 1) Ludwik Bandura: "Life and Works of Maria Grzegorzewska", 2) Janina Doroszewska: "Life of Maria Grzegorzewska", 3) Ryszard Wroczyński: "Maria Grzegorzewska in the Polish Educational Thought", 4) Maria Żebrowska: "Maria Grzegorzewska as a Psychologist", 5) Stanisław Papuziński: "Education Needed", 6) Stefan Dziedzic: "Maria Grzegorzewska as the Organizer of the Polish Special Pedagogy", 7) Otton Lipkowski:

"Maria Grzegorzewska as the Originator of the Polish Institute for Special Pedagogy", 8) Franciszek Domański: "The Polish Teachers' Institute as a Conception of Teacher Training", 9) Kazimierz Kirejczyk: "Maria Grzegorzewska as a Social Worker", 10) Zofia Małynicz: "Maria Grzegorzewska's Attitude Toward Beauty in Nature, Art and Man".
All the papers mentioned above were prepared for the Session which took place in Warsaw, November 8, 1969. At the end of the report a speech is included which was delivered by the Minister for Education — Edward Zachajkiewicz at the grave of Maria Grzegorzewska, November 9, 1969.

321. WROCZYŃSKI, RYSZARD: **Maria Grzegorzewska w polskiej myśli wychowawczej.** (Maria Grzegorzewska in the Polish Educational Thought). *Szkoła Specjalna* 1970, No. 1, pp. 2–9.

A report delivered by the author at the session on life and activities of Maria Grzegorzewska, Warsaw, November 8, 1969. The author aims at establishing the place of Maria Grzegorzewska in the Polish educational thought, her contribution to the Polish pedagogy and to the development of its various fields. The author discusses Maria Grzegorzewska's views on the organization of schooling, her desire to popularize schooling in the young generation, studies on teachers and their training, contribution to methodology of educational research and first of all — creating theoretical foundations of Polish special pedagogy. The author stresses specific features of Maria Grzegorzewska's educational activities, i.e. deep humanitarianism, absolute devotion to work for the Polish school and for the Polish children.

322. ŻEBROWSKA, MARIA: **Maria Grzegorzewska jako psycholog.** (Maria Grzegorzewska as a Psychologist). *Psychologia Wychowawcza* 1970, No. 3, pp. 281–286.

The article is a brief review of life and activities of prof. Maria Grzegorzewska (1888–1967), a theoretician and organizer of Polish special pedagogy, prominent psychologist and educator. Maria Grzegorzewska organized the first Polish Institute for Special Pedagogy in the year 1922. For a long time she was head of this Institute and of the Chair for Special Pedagogy at the University of Warsaw. The author of the article mentions 19 of her publications pertaining to psychology of handicaps, mainly to deficiencies in sight and hearing, and to the formation of teacher's personality. Her works as well as her everyday educational activities largely contributed to the popularization of psychological knowledge.

See also: 336, 363, 425, 427.

II. LAWS AND LEGISLATION

323. **Uchwała** Rady Ministrów nr 58 z dnia 6 maja 1970 r. w sprawie zasad zatrudniania absolwentów szkół zawodowych i ogólnokształcących [oraz] **Zarządzenie** Przewodniczącego Komitetu Pracy i Płac z dnia 7 maja 1970 r. w sprawie szczegółowych zasad zatrudniania absolwentów szkół zawodowych i ogólnokształcących. (Resolution of the Council of Ministers No. 58 from May 6, 1970 Concerning Principles of Employing Graduates from Secondary General and Vocational Schools and the Ordinance by the Chairman of the Committee for Employment and Salaries from May 7, 1970 Concerning Detailed Principles of Employing Graduates from Secondary Vocational and General Schools). *Monitor Polski* 1970, No. 14, Item 116 and Item 121.

These legal acts introduce principles of signing preliminary contracts by employing institutions with pupils of final grades of secondary vocational and general schools of day type in order to insure a supply of skilled workers to employing institutions of special significance to national economy especially in professions lacking adequate employment power as well as to provide rational employment for pupils themselves. Employing institutions are obliged to close contracts with graduates from vocational and general secondary schools either on the basis of a preliminary contract or according to directions from Employment Offices. Offers by institutions should be submitted directly to the Sections for Employment of the

Council Authorities. Institutions are obliged to give precedence of employment to graduates. In order to ensure proper realization of the Resolution by the Council of Ministers the Chairman of the Committee for Employment and Salaries presents in the ordinance from May 7, 1970 a list of tasks for District Councils, Sections for Employment, Educational Board, managers of employing institutions and headmasters. Both the Resolution of the Council of Ministers and of the Chairman of the Committee for Employment and Salaries came into life on the day of their publication.

324. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dnia 16 maja 1970 w sprawie gospodarstw pomocniczych pod nazwą „rolniczy zakład doświadczalny" lub „leśny zakład doświadczalny" prowadzonych na zasadach rozrachunku gospodarczego w szkołach wyższych. (Ordinance issued by the Minister of Education and Higher Education Concerning Auxiliary Farms Called "Agricultural Experimental Stations" or "Forest Experimental Stations" Supervised by Higher Schools on the Principle of Independent Financial Administration). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1970, No. A–6, Item 33.

The Ordinance presents the list of tasks for auxiliary farms of the Warsaw Agricultural University, Higher Schools for Agriculture in Poznań, Wrocław, Kraków, Lublin, Olsztyn, Szczecin, at the University of Copernicus in Toruń and the Jagiellonian University in Cracow. They are the following: 1) ensuring carrying out of research in agriculture and forestry requiring special conditions and being of importance to Polish economy and science, 2) forming basis for specials classes, students' practices, masters' and doctors' dissertations, 3) introducing research results to practice and establishing possibilities of their full application in agriculture, 4) obtaining high indicators in production.

Supervision, control, administration, planning and coordination should be carried out by authorities of auxiliary farms and stations appointed by presidents of universities. Annex to the ordinance includes a list of all existing farms and auxiliary stations.

325. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dnia 9 kwietnia 1970 r. w sprawie organizacji Uniwersytetu Gdańskiego. (Ordinance by the Minister of Education and Higher Education, issued April 9, 1970 Concerning the Organization of the Gdańsk University). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1970, No. A-5, Item 23.

The University of Gdańsk has been established on the basis of a Higher Pedagogical School in Gdańsk and a Higher School for Economy in Sopot. Students of the above mentioned schools became students of respective organizational units of the Gdańsk University according to the decision by the President of the new university. Regulations came into life on June 30, 1970. The University consists of the following faculties: 1) Humanities, 2) Law, 3) Mathematics, Physics and Chemistry, 4) Biology and Sciences of Earth, 5) Economics of Production, 6) Economics of Transport. Besides, it includes four non-departmental units, i.e. Advanced Teachers' College, Section for the Teaching of Foreign Languages, Section for Physical Education and the Central Library. Annex to the Ordinance includes a list of correspondence, evening and post-graduate studies at the University of Gdańsk.

326. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dnia 15 maja 1970 r. w sprawie utworzenia Ośrodka Telewizji Dydaktycznej w Filii Politechniki Warszawskiej w Płocku. (Ordinance issued by the Minister of Education and Higher Education, May 15, 1970 Concerning the Establishment of the Center for Didactic Television in the Extension of the Warsaw Technical University in Płock). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1970, No. A-6, Item 32.

Tasks of the newly established Center for Didactic Television are the following: 1) research and experiments on the application of television in the process of instruction in primary, secondary and higher schooling, 2) working out regular didactic programs designed for the Extension of the Warsaw Technical University as well as for schools of various levels and types in the city of Płock, 3) cooperation with other research and didactic centers carrying out research on the application of television in the process of instruction, particularly of television in a closed circuit, 4) organizing seminars, conferences, and courses as well as editing and popularizing research results pertaining to the application of television and other mass media in the process of teaching and upbringing.

327. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dnia 24 września 1970 r. w sprawie utworzenia w Akademii Górniczo-Hutniczej im. Stanisława Staszica w Krakowie Studium Podyplomowego w zakresie pedagogiki szkolnictwa zawodowego. (Ordinance issued by the Minister of Education and Higher Education, September 24, 1970 Concerning the Establishment of the Post-Graduate Studies in the Field of Vocational Education at the Stanisław Staszic Academy of Mining and Metallurgy in Cracow). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1970, No. A–11, Item 80.

Post-graduate study in the field of vocational pedagogy has been established within the Institute for Social Sciences of the Stanisław Staszic Academy of Mining and Metallurgy in Cracow. Study will train participants in psychology, school hygiene and organization of pupil's work. Instruction lasts two semesters and is carried out in the system of evening studies. Candidates for studies should be: 1) graduates from higher schools, 2) practising teachers in full or non-full secondary schooling, 3) candidates presented by the Educational Board of the district, selected by the Academy and enrolled for studies.

328. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dnia 30 czerwca 1970 r. w sprawie utworzenia w Uniwersytecie Śląskim w Katowicach Wyższego Studium Nauczycielskiego. (Ordinance issued by the Minister of Education and Higher Education, June 30, 1970 Concerning the Establishment of the Advanced Teachers' College at the Silesian University in Katowice). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1970, No. A–8, Item 50.

Tasks to be fulfilled by the Advanced Teachers' College established at the Silesian University and located in Sosnowiec are as follows: 1) training teachers for primary and non-full vocational secondary schools and 2) research on teaching methods. The College is composed of two sections: a) Section for Humanities and b) Section for Mathematics and Science. The College provides instruction at day and extramural studies. Graduates are granted diplomas of higher vocational studies.

See also: 406.

III. GENERAL INFORMATION ON EDUCATION

329. JABŁOŃSKI, HENRYK: **Międzynarodowy Rok Oświaty.** (International Year of Education). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 3–11, Rez. Sum.

The article is a report by the Minister of Education and Higher Education delivered at the plenary session of the Polish Committee for Activities Connected with the Celebration of the International Year of Education, February 5, 1970. Prof. Jabłoński stressed that the announcement of the International Year of Education met with the full approval of the Polish society. The author considers educational problems of our country and their social and political conditioning. He stresses our cooperation with a number of international institutions of a scientific and cultural character, cooperation with several countries in the field of education and aid given to underdeveloped countries as strong evidence for international attitude in Poland. Professor Henryk Jabłoński points out the significance of proper planning and development of educational research in Poland and of popularizing educational problems among the Polish society. He also states that all methods and forms of schooling should be applied in order to educate citizens of a socialist country. It requires cooperation of various institutions and ministries, since only in this way a fully coordinated and proper conception of care for children and adolescents can be created.

330. KLUCZYŃSKI, JAN: **Niektóre problemy ekonomiki szkolnictwa średniego.** (Some Problems in the Economics of Secondary Schooling). *Nowa Szkoła*, 1970, No. 7/8, pp. 16–18.

According to the directives adopted at the 5th Congress of the Polish United Workers' Party, in the year 1975 about 90 percent graduates from primary schools will attend secondary schools of various types. Before the realization of tasks accepted by the 5th Congress it is indispensable to consider the following problems: a) types and forms of secondary schools, b) costs of training and c) social effectiveness of instruction. The author presents an attempt to answer these questions on the basis of research on problems mentioned above. His conclusions are as follows: 1) Low production effects are being obtained by graduates from non-full secondary vocational schools in comparison with the costs of their training, 2) Much higher effects are usually obtained by workers graduated from full secondary schools both general and vocational. 3) The greatest effectiveness of expenditure is noted in secondary schooling, i.e. the time of amortization of costs is the shortest. 4) Secondary vocational schools train people who often do not work in the speciality obtained at school. The author claims the necessity of preparing principles of training in vocational secondary schools which would be basically different from these existing at present. They should be, however, based on research in this field which would be carried out for a long time and pertain to a wide area of problems connected with expenditure and effects of training. Reform of secondary education must be considered against the background of the national system of schooling. Thus research should be designed to comprise the whole of the Polish schooling and its connections with the national economy and culture.

331. KOWALIK, STANISŁAW: **Problemy ustroju i sieci szkolnej.** (Problems of the Organization of Schooling and of Schools Network). *Nauczyciel i Wychowanie* 1970, No. 5, pp. 12–17.

The author of the article attempts to answer the following questions: 1) whether the present organization of schooling satisfies needs created by the development of education in Poland and fulfills tasks appointed to it, 2) what basic deficiencies can be noticed in the Polish schooling system and 3) what changes should be introduced and according to which model. He points to some discrepancies between the present state of schooling and requirements created by the future social and economical development of the country. Deficiencies resulting from the erroneous conception of the school system are also discussed as well as those which occurred in the course of its functioning in difficult social and economic conditions (size of classes, overburdening of teachers, outdated forms of passing from primary and secondary schools to schools of a higher level). Solution to these problems should be found in the course of research. Investigations on the school system in Poland in comparison with schooling in other countries especially socialist ones have been started by the Section for the Organization of Schooling at the Institute for Education. The Section included the following subjects in its working plan for the years 1971–75; 1) particularization and verification of the model of school organization in Poland after the year 1980, 2) research on the network of primary schools, 3) research on the popularization of post-primary schooling, and 4) methodology of planning development of schooling. The author stresses that the system of teaching and upbringing determines young people's preparation for efficient work for the country and for conscious and active participation in its economic and cultural life.

332. MACIASZEK, MAKSYMILIAN: **Tendencje rozwojowe liceum ogólnokształcącego.** (Tendency in the Development of General Secondary Schools). *Ruch Pedagogiczny* 1970, No. 3, pp. 278--291.

The structural model of the general secondary school, determined on the assumptions of school reform, has been implemented since the year 1967. The authorities have never considered it static and have designed and expected its dynamic development. Curricula for secondary schools bear the word "temporary" in the subtitle. The temporary character of curricula obliges teachers and workers of school administration to analyze in detail both its contents and its adequacy to teaching plans and pupils' capabilities in the aspect of possibilities to realize all didactic-educational effects previously planned. This em-

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pirical material is to form the basis for modifications in the structural and organizatonal conception of the secondary school.

The author discusses changes in the teaching plan resulting from experience obtained in a number of schools and presents a modified plan. Parallelly to activities pertaining to changes in the teaching plan works have been carried out on verification of curricula and handbooks. Seminar activities and vocational preparation are a novelty introduced in the final class, i. e. in grade IV. Pupils according to their interests, type of future training or future profession and abilities choose courses in one of the following subject groups: humanities, mathematics and physics, biology and chemistry, economy and geography, languages or vocational subjects. Pupils' interests and abilities are also developed in the course of instruction in the secondary school at the lessons of artistic subjects namely plastic and music education. There also exists a possibility of selecting an additional, noncompulsory subject or a club or society for nonlesson activities.

Lately work has been started in the Ministry for Education and Higher Education on the conception of classes organized according to certain subjects, which will comprise the principle of curriculum differentiation since grade I. The following classes will be introduced: physicomathematical, humanistic and language classes. Recruitment for these classes will be carried out among pupils who are specially able in the field of the given subject or a group of subjects.

333. POKORA, WOJCIECH: **U progu nowego planu pięcioletniego.** (At the Threshold of the New Five-Year-Plan). *Nowa Szkoła* 1970, No. 5, pp. 2–7.

The author presents perspective development of the Polish schooling of all levels in the course of the next five years. Until now transition has been accomplished from seven to eight-year instruction in primary schooling, while in higher schooling important organizational and program changes have been introduced: e.g. the new system of institutes, newly opened Advanced Teachers' Colleges training teachers for primary schools. Further development of schooling is determined by the demographic situation of the country. According to statistical data demographic depresion is expected in primary schooling, which will cause considerable improvement of working conditions for urban schools and reorganization of rural school structure, as the number of teachers depends on the number of pupils. Projects of the development of the Polish schooling in the years 1971–1975 point to the problem of popularizing post-primary instruction in general and vocational secondary schools. New curricula for general secondary schools introduce seminar activities in physics, chemistry and humanities for those who go up to the university and vocational training for those who end their education on the secondary level. Classes of this type will be conducted in the terminal grade (grade IV). Proportions have been worked out for recruitment in full and nonfull secondary vocational schools and in particular specialities. The development of previous forms of vocational education will be intensified.

334. WILOCH, TADEUSZ: **Perspektywy rozwoju szkolnictwa ogólnokształcącego.** (Perspectives in the Development of General Schooling). *Nauczyciel i Wychowanie* 1970, No. 5, pp. 1–11.

Organizational projects pertaining to general schooling take into consideration the following factors: full conclusion of the school reform, demographic depression at the primary level of schooling, demographic explosion at the secondary and higher level and intensification of economy changing the structure of social needs for skilled staff. The author, Head of the Section for the Organization of Schooling in the Institute for Education presents the model of the organization of schooling being presently worked out by his section. Principles base on the ten year general schooling carried out in primary school and then gradually differentiated in secondary school ended by final examinations and giving right to enter higher schools or providing graduates with certificates enabling them to exercise self-instruction in the course of vocational work. The article includes remarks pertaining to comparison of the Polish organization of schooling with systems existing in other socialist and Western countries.

335. ZIELIŃSKI, ZYGMUNT: **Szkolnictwo zawodowe w przededniu nowego pięciolecia.** (Vocational Schooling at the Beginning of the New Five-Year-Plan). *Szkoła Zawodowa* 1970, No. 9, pp. 1–3.

The school year 1970/71 is the last year of the five-year-plan 1966–1970 and at the same time the period of preparation for the new one (1970–75). Main directives for the coming period are the following: improving quality of didactic-educational system, and overcoming shortcomings in ideological-educational work of schools, forming close connections between vocational schooling and the development of economy and culture, adjusting the network of vocational schools and the directions of training to the needs of national economy and to the distribution of industry, establishing proper ratio of staff with secondary education and skilled workers, further development of existing pre-industrial schools and establishing schools by the newly organized industrial plants, increasing the opportunity to improve professional qualifications for workers through extramural and evening training and in vocational or general secondary schools for working adults, increasing the network of schools of agricultural preparation and of non-full secondary agricultural schools, so that all young people taking over the management of farms could obtain basic preparation for the profession of a farmer, increasing effectiveness of instruction, ensuring proper physical development of adolescents, improving working conditions of schools and their equipment, increasing the network of boarding schools, improving conditions for in-service training for teachers and their preparation in higher schools.

Further development of vocational schooling requires coordination in planning, investing and managing the whole of vocational education.

See also: 348, 407, 424.

IV. SOCIAL AND EDUCATIONAL SCIENCES

336. CHAMCÓWNA, MIROSŁAWA (ed.): **Prace Pedagogiczne i Psychologia.** (Works in Pedagogy and Psychology). Vol. 12: 1970, 356 pp. *Acta Universitatis Wratislaviensis* No. 114.

Volume 12 of the works in pedagogy and psychology consists of two parts. Part I includes research and Part II deals with the history of Polish educational thought. Research carried out by Blandyna Bazylak on the pupils' opinions of their coevals aims at finding out norms for social role-playing, e.g. for the role of a good friend, good pupil, and of a socially active pupil as well as at pointing out criteria for pupils' mutual evaluation. Ksenia Wasylkowska analyzed foundations of pupils' activeness. Research has proved that activeness is influenced by motivational processes, these in turn by social and educational situation at school. Lidia Mościcka discusses playing truant as a symptom of disturbancies in relations between school and the pupil and an important factor in the process of lowering moral standards. Research has been carried out on the beginning stage of truantry. The author concentrated on etiology of playing truant, ways of spending time in the course of playing truant and on reaction of school and parents. Research presented by Anna Zawadzka showed clear dependencies between the year of studies, i.e. the degree of developed maturity and amount of knowledge on one hand and form of spending leisure time on the other. Research carried out by Jerzy Lipowczyk proved that there is a considerable disproportion between freedom in the choice of the way of life obtained by the students at the first year of studies and their state of preparation for making a good use of it. The author discusses ways of organizing leisure so that activities in which students engage do not interfere with their work.

Ryszard Łukasiewicz on the basis of research carried out in an industrial region of the country points out the dependence of the direction of training on vocational aspirations of adolescents and on the recruitment possibilities of schools in this region.

Part II includes articles dealing with pedagogy in historical aspects. Zofia Wardęska discusses some problems of physical training in the Polish educational writings published in the period of Renaissance. Kazimierz Zazulski presents a Piarist school in Łowicz in the years 1773–1895. Zofia Maresch presents the state of education in Poland in the times of initial activities of the Polish Commission for National Education. Jerzy Semkow discusses the reform of a popular school in the year 1863 as viewed by the press of the period. The last article by Stefan Możdżeń deals with workshops of scientific and vocational type in industrial schools of Galicia.

337. FLEMING, EDWARD: **Puławski eksperyment dydaktyczno-wychowawczy.** (Didactic-Educational Experiment in Puławy). *Nauczyciel i Wychowanie* 1970, No. 3, pp. 65–69.

The author discusses research stimulated by insufficient traditional teaching methods on one hand and by the rapid development of educational sciences in the course of the last ten years on the other. Researchers introduced a new didactic-educational system based on the principle of linking theory and practice.

In the organization of work the following elements were stressed: pupils' activeness, regulation of learning, individual and social instructions. Structuralization and programming were introduced in the field of the teaching material. As far as working conditions are concerned—organizers concentrated round functional selection and application of teaching aids. According to the above-mentioned principles the following methods were distinguished: catechetical, problem-solving, exposing, programming material, programming pupils' activities and discussion. A new structure of the lesson was introduced including the following elements: 1) problem situation, 2) problem-solving in individual, group and frontal work with immediate control and reinforcement, 3) integration of lesson components by summing up and designing homework. As a result of applying new methods and forms of instruction higher educational attainment was achieved. It also facilitated the development of pupils' abilities, thinking processes, activeness in problem-solving and discussion and increase in their interest in knowledge and lessons.

338. FRĄCZEK, ADAM: **Wychowanie a agresja.** (Education and Aggression). *Psychologia Wychowawcza* 1970, No. 2, pp. 162–183.

The author deals with psychological research on educational situations and activities aiming at the liquidation or limitation of aggression in children. On the basis of some investigations in this area he discusses several problems pertaining to the psychological theory of aggression. Considerations on the relation between education and aggression are based on research carried out in real situations and on laboratory experiments and include some suggestions pertaining to ways of limiting or liquidating aggression. The author presents various educational methods discussing their effectiveness in combating child's aggressive behavior. Punishment is one of the most commonly used methods. The author analyzes social and emotional indicators of its effectiveness and considers some of its properties important for liquidating aggression. Eliminating aggression without the use of punishment is the next method presented in the article. Then the author discusses the following problems: 1) socially accepted behavior and aggression, 2) liquidating aggression by eliminating conditions favoring aggressive behavior, 3) extinction of aggressive behaviors. The third method of liquidating aggresion presented in the article is katharsis. The author bases his considerations on numerous research on the influence of demonstrating aggressive behaviors to children on their behavior and on the influence of substitutional activities. The final part of the article includes theoretical remarks on the psychological theory of aggression.

339. IZDEBSKA, HALINA: **Przedmiot i kierunki badań nad rodziną polską.** (Subjects and Directions of Research on the Polish Family). *Nowa Szkoła* 1970, No. 6, pp. 14–16.

Research on the Polish family has been carried out by scientists of various disciplines, i.e. by sociologists, physicians, lawyers, psychologists and educators. The latter are primarily interested in problems of educational influence of the family against the background of deviations from the norm in the behavior of children and adolescents. Research has thus been carried out mostly on alcoholism and social orphanage, delinquency of adolescents and causes of school failures. Most of researches of educational type pertained to familial pathology. There are, however, vast fields in the pedagogy of the family where no research has taken place, e. g. not much information is available on the functioning of families which do not reveal any features of disorganization. i. e., on the so-called average families. Complete picture of educational activities in the family can be obtained only through the analysis of all factors operating in family life connected with general social and political situation and with some socio-economic changes of the country. Pedagogy needs monographic publications on family as a social microstructure, typology of families based on empirical research and a uniform terminology to avoid chaos. The author points out that the lack of a coordinating institution causes fragmentary character of research on the Polish family.

340. KAMIŃSKI, ALEKSANDER: **Tendencje rozwojowe współczesnej rodziny i ich konsekwencje dla pracy wychowawczej.** (Developmental Tendencies in the Modern Family and Their Consequences for Educational Work). *Nowa Szkoła* 1970, No. 6, pp. 2–10.

Recent research on family as an institution carried out in Poland and abroad do not reveal its tendencies to fade out. They state considerable changes and stress its durability, contacts and relations between its members. The main directive in social activities is to establish institutions which would help family in its social and educational functions without replacing it. These are tasks from the field of social care and education to be fulfilled by a properly functioning school system in the Polish People's Republic. The primary school becomes an institution of care, organization of leisure and support for child's proper development. Activities are carried out in open forms in order to provide aid for families in these matters. Vocational, psychological and educational advisory centers play a similar role of auxiliary institutions. The same can be stated as far as vast social actions of an educational type are concerned carried out by mass media, institutions for adult education and the so-called university for parents. The author discusses various factors influencing the child and determining his development. He also gives examples of a proper distribution of tasks between school and family. A. Kamiński postulates to increase research activity in this field, since investigations that have been undertaken for the last ten years were fragmentary and incomplete. The existing amount of knowledge on the family should be popularized. The author rejects the idea to include problems of family life in curricula for primary and secondary schools. In his opinion pupils in primary and secondary schools are not mature enough to understand complicated questions of family structure and functions. Knowledge of family life should be popularized by mass media and institutions of adult education, since the principle of permanent training promotes these media as a means of spreading knowledge and information.

341. KIERKOWSKI, ADAM: **Poradnictwo wychowawcze i zawodowe a zajęcie pozalekcyjne.** (Vocational and Educational Guidance and Extramural Activities). *Chowanna* 1970, No. 3, pp. 346–359.

Increase in the number of pupils directed to educational and vocational advisory centers in treated by the author of the article as a positive symptom of schools' and parents' activities aiming at the proper orientation of work with the children and as indicator of negative results obtained in the present didactic-educational system. The author points to the causes of the existing difficulties, to means of their reduction in the present didactic-educational system and to the close connection between school and out-of-school activities. Extramural activities are considered to be a form of prevention

against difficulties in teaching and upbringing. A. Kierkowski stresses education in a coeveal group and education through or for a formal group established by school. He also presents possible types of formal groups drawing attention to easiness of passing from one formal group to another for younger pupils and to possibilities of compensating shortcomings in educational attainment by establishing groups to deal with the problem.
The article includes discussion of other forms of school's work: 1) organizing clubs and societies according to pupils' interests and their role in vocational preorientation in general schools and in reinforcing one's own choice in vocational schools, 2) socializing pupils in the course of out-of-school activities, 3) cooperation with youth organizations.

342. KRAWCZYK, MIRON: **Proces wychowania w świetle modeli cybernetycznych.** (Educational Process in the Light of Cybernetic Models). Dział Wydawnictw Szkoły Głównej Gospodarstwa Wiejskiego, Warszawa 1970, 259 pp., bibl.

The book is a collection of lectures and seminars in the theory of education carried out by the author at the Vocational Pedagogical College of the Warsaw Agricultural University. The publication consists of three parts. In part I the author discusses the idea of educational process from the point of view of cybernetics and the special character of pedagogy as a praxiological science. He presents praxiological and theoretical regularities of the educational process as well as principles and methods of upbringing. Part II includes discussion of the following models of education: a) educational model of pedagogical naturalism, b) educational model of pedagogical sociologism, c) educational model of the convergence theory, d) educational model of the pedagogy of culture. e) educational model of the socialist pedagogy. Part III includes description of educational model considered from the point of view of relations between the educator and the pupil. The author also presents the formation of the scientific outlook upon the world in the course of the didactic-educational process and the shaping of the ideological attitude on the part of the pupils. Bibliography of the subject is included.

343. KULPA, JAN (ed.): **Rocznik Komisji Nauk Pedagogicznych.** (Annal of the Commission for Educational Sciences). Vol. 10. Zakład Narodowy im. Ossolińskich, Wrocław 1970, 235 pp.

Articles included in volume 10 fall into two parts, one being composed of those pertaining to general theory of instruction, the second — to history of instruction. Part I starts with the article by Jan Kulpa dealing with the nature of special didactics, i. e. of the methods of teaching a given subject. The author discusses subject of special didactics and research methods used. His considerations are illustrated by the articles by K. Moroz and W. Pasterniak. K. Moroz presents attempts at the modernization of teaching mathematics at the initial stage. W. Pasterniak presents results of research on preparation of pupils for independent reading literary masterpieces. In further parts of the publication M. Poleski considers homework for pupils in vocational schools as an integral part of the didactic process. E. Szewczuk deals with family environment of non-promoted pupils in primary schools. H. Smarzyński devotes his article to a socially important problem of forming life plans on the part of graduates from primary and secondary schools (grades VIII and IX), i. e. of the choice of a school of higher level and of a vocation. J. Saran discusses professional work and further learning of graduates from general education courses in the years 1945–1964 drawing examples from the region of Opole Lubelskie. J. Długonowa in her article devoted to problems of teachers as organizers and leaders of the didactic process analyzes typical difficulties in psychological and didactic work encountered by graduates of Higher Schools for Education.

Articles in Part II refer to history of the Polish education. M. Romankówna describes the silhouette of Z. Kaplińska on the background of her literary and pedagogical work. C. Majorek presents the model of a teacher in a national school in Galicia in the times of autonomy in the light of the "official conception". T. Bizierski shows Cracow as one of the first centers popularizing the teaching of sloyd in Polish schools. Articles in Part II discuss the model teacher in times of country's partitions and draw attention to the modern Polish teacher and his work.

344. LEJA, LEON (ed.): **Film skuteczną pomocą dydaktyczną.** (Film as an Effective Teaching Aid). Państwowe Wydawnictwo Naukowe, Warszawa 1970, 241 pp.

The book consists of a collection of 18 articles grouped in three parts. Part I is devoted to theoretical foundations of utilizing film in the didactic-educational process. The leading article by Leon Leja presents didactic values and criteria for the selection of films from the point of view of psychology and pedagogy and includes some postulates concerning introduction and application of films in school. Other authors analyze structure and educational functions of films, structure being defined as a collection of pictures, frequency of their occurrence and relations existing between them, while each picture is considered to be an informational element. Four types of a structure have been distinguished: linear, cyclic, branched and mixed. They are of a cognitive-educational or a motivational-emotional function. A separate article is devoted to organizational and technical conditions necessary for the use of films in school. The final article deals with the educational role of a popular science film in cultural and educational activities.
Part II entitled "The Film in the Teacher's Work" presents application of films as teaching aids in vocational training and at the lessons of Polish, biology, history and geography as well as in health or agricultural education or cultural-educational activities. Part III entitled "State of Educational Cinematography and the Effectiveness of Teaching Through Film" describes application of films abroad and difficulties connected with it. The authors then discuss the situation in Poland in the field of production and distribution of educational films. A synthetic analysis of educational effectiveness of films is also presented, stress being laid on historical and geographical films and their use in the teaching of science and vocational subjects. Bibliography of the subject is included.

345. LEWIN, ALEKSANDER: **O systemie wychowania.** (On a System of Education). Nasza Księgarnia, Warszawa 1970, 99 pp.

According to A. Lewin's opinion, educational problems should be considered in general frames i. e. in a macrosystem and in the frames of a local system within each particular school, i. e. in a microsystem. The author defines the local system as the one which results from endeavors of a given educational institution to integrate various didactic-educational activities, organizational forms and educational measures in a coherent whole, adequate to well-defined pedagogical conceptions and functioning in given social, historical and environmental conditions. The bigger the chance for the development of a local system, the more lively the school atmosphere of search for new methods and means and more self-dependent efforts aiming at the formation of a system meeting all demands of a given school and adjusted to its possibilities. Considering foundations of the system A. Lewin points out the following problems: a) main ideas, b) elements of an educational system, c) integration of elements, d) conditions for the formation of a system, e) socialization, f) individualization, g) mutual influence of school and environment, and h) education. Final chapter is devoted to problems of school management. The author stresses that forming a system cannot be limited to fulfilling everyday tasks designed for school authorities and for the teaching staff but must also cover coordination of interschool educational measures. A proper system requires integration and over-all approach to school's work. The approach in question cannot be precisely defined and foreseen in detail even on the basis of experience and reflection, since it always depends on existing conditions. The starting point for the formation of a system lies in proper planning of didactic-educational work.

346. LEWIN, ALEKSANDER and BENDKOWSKI, STANISŁAW and CZAJKOWSKI, KAZIMIERZ (ed.): **Rodzina w poglądach Makarenki.** (Family as Viewed by Makarenko. Materials of the 2nd Seminar on Makarenko, May 12, 1968). Towarzystwo Krzewienia Kultury Świeckiej, Warszawa 1970, 124 pp.

The publication includes the following reports prepared for the session: 1) E. Rafalski "Structure and Educational Functions of the Modern Family" pp. 5–27, 2) I. Chmielewska "Makarenko's Views Concerning Family" pp. 29–53, 3) W. Rachalska: "Family as Viewed by Makarenko" pp. 53–78, 4) Z. Wróblewska "Makarenko's Conception of Education in the Family" pp. 101–124. All the reports include analysis of changes in the structure and function of the contemporary family resulting from the changes in social and economic conditions. The authors discuss Makarenko's views concerning the family, and comment on his conceptions from the point of view of their present validity. All of them state that in spite of considerable modifications in the structure and function of the family Makarenko's recommendations especially those included in his "Book for Parents" remain important and valid, being of great help in difficult educational work.

347. NIEWIADOMSKI, MICHAŁ (ed.): **Wybrane zagadnienia z metodyki wychowania fizycznego.** (Selected Problems of Teaching Methods in Physical Training). Part 1. Warszawa 1970, 313 pp.

The book is a collection of articles written by six authors — specialists in various methods in the teaching of gymnastics. In the leading article Wacław Gniewkowski presents modern methods in physical training. In the following one the same author discusses physical training for girls and women. Michał Niewiadomski, the author of two chapters "Didactics of Physical Training" and "Physical Training in School" presents physical development of pupils, discusses curricula, organization of lessons and presents conclusions secured from research on physical training. The chapter dealing with physical training in nursery schools is written by Stanisława Molière and includes remarks on the psychic and physical development of children aged 3–7, discussion of educational problems and on the ways of organizing instruction. Maria Mańkowska is the author of a chapter devoted to out-of-school training and its extramural forms. Problems of physical training for adults are discussed by Włodzimierz Humen in a chapter entitled "Physical Recreation for Adults", special stress being laid on teaching methods, organization of work, activities of clubs in the Association for Popularization of Physical Culture and recreation activities in the institution of employment. Zofia Żukowska considers questions of the teacher's personality. Her article is based on the results of research carried out in Poland in this field. The Polish system of physical training presented in the book is based on the utilization of every idea which can contribute to improve health, ensure proper physical development, form skills, stress many educational values and lead to a formation of broadly developed human personality.

348. NOWAKOWSKA, DANUTA and WACŁAW, WANDA: **Współpraca poradni ze szkołami i innymi placówkami oświatowymi.** (Cooperation of Advisory Centers with Schools and Other Educational Institutions). *Chowanna* 1970, No. 3, pp. 369–377.

The very name of the Vocational-Educational Advisory Center suggests the complex character of services rendered by this institution, the main task of which is to cooperate with educational establishments, primarily schools. According to rules and regulations for Advisory Centers their tasks are the following:

1) discover causes of school failures and educational difficulties concerning preventive measures against these obstacles and overcome them,

2) discover deviations from norm in physical and mental development of pupils,

3) aid parents in solving educational problems.

The authors discuss methods and forms of Advisory Centers' cooperation with other educational institutions. In consultation work centers use available materials concerning a given pupil. The following conclusions are presented: 1) Cooperation with other educational institutions is a necessary condition for effective work of the Advisory Center. 2) Preventive activities are most important in the Center's work. 3) Children should be sent to the Center early enough to avid serious educational complications. 4) Highly specialized staff in fields of psychology, pedagogy and medicine should be employed in Advisory Centers. 5) Vocational guidance should become an integral part of educational councelling as early as grade I to be continued throughout the whole of the primary school. 6) The network of Advisory Centers and the number of employees should be increased.

349. OKOŃ, WINCENTY: **O postępie pedagogicznym.** (On the Progress in Education). Książka i Wiedza, Warszawa 1970, 281 pp.

The author considers problems of educational progress in a number of various aspects. At the beginning of the book the idea of educational progress is explained as well as its factors and contents. Following chapters are devoted to progress in the development of education in the Polish People's Republic. The author discusses the principle of permanent training, principles of the organization of schooling, levels of instruction: secondary, vocational and higher and teachers' training. In chapter III the author presents the development in evaluation of educational attainment as a symptom of progress in education. Attention is paid to aims of research on educational attainment, evaluations are carried out both in the between-the-wars period and in the Polish People's Republic and on an international scale, stress being laid on their importance. The author considers also influence of educational sciences on the progress in education and main tasks of these sciences in the Polish People's Republic. He also presents characteristics of research in education and works popularizing research results. Much place is devoted to conditions necessary for the further development of educational science. In final chapters the author deals with experiments, experimental schools and researches in Poland and abroad. He then presents factors influencing effectiveness of schools' work, i. e. didactic-educational system in model schools, relations between school and environment, didactic-educational curricula, organization of lessons and manysided instruction as a basis for pupils activity. The author stresses the increasing role of model schools. The last question discussed by the author is the problem of teachers in respect to educational progress. The main task to be accomplished is, in the author's opinion, the training and raising teachers qualification as well as developing their creativity.

350. OKOŃ, WINCENTY: **Zarys dydaktyki ogólnej.** (General Theory of Instruction. An Outline). 4th Edition with programmed chapters worked out by Czesław Kupisiewicz, Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1970, 438 pp.

The book is a fourth edition of Professor Okoń's publication. For the first time fragments of programmed texts have been introduced which help to systematize, master and memorize knowledge obtained in the course of reading as well as to check its scope. The book is thus specially useful for self-instruction. The programmed texts included in the book have been verified at evening and extramural Teacher's College in Warsaw. Students in experimental groups revealed considerably higher reception indexes. In additional questionnaires they pointed out that the programmed version helps to assimilate elements of pedagogical science, provides guidance indispensable in self-instructional activities and stimulates thinking processes eliminating simple rote learning. The book is composed of the following chapters: 1) Introductory Problems, 2) Objectives of General and Polytechnical Education, 3) Curricula in Schools for General Education, 4) Process of Instruction, 5) Principles of Instruction, 6) Teaching Methods, 7) Organization of School Work, 8) Homework, 9) Teacher's Work in Combined Classes, 10) School Failures, 11) Planning Didactic Work, 12) Teacher's Personality. Each chapter includes programmed texts, control exercises and bibliography.

351. PIETER, JÓZEF: **Psychologia uczenia się i nauczania.** (Psychology of Teaching and Learning). Wydawnictwo "Śląsk", Katowice 1970, 551 pp.

The present publication is a modified version of J. Pieter's book entitled "The Psychology of Learning" edited by Państwowe Zakłady Wydawnictw Szkolnych in 1961. The new edition does not include any normative instructions. According to the author the book is an attempt at systematic description of the majority of phenomena and activities pertaining to teaching and learning. The author's intention was to present connections between didactics and psychology and discuss them from the point of view of school practice. In chapters I and II J. Pieter analyzes methods in the psychology of teaching and learning, chapter III is devoted to the history of the development in the psychology of teaching and learning, while chapters IV and V include discussion of various forms in teaching and learning and conditions for their effectiveness. In chapter VI the following problems are dealt with: rote learning, learning through understanding, active thinking in the process of instruction and learning by doing. Chapters VIII to XIII are prepared on the basis of practising teachers' experience. Chapter XIV, XV XVI pertain to the process of teaching through work, lecture and technical means of instruction. The author discusses teaching and learning processes with the application of teaching machines. Two final chapters XIX and XX are devoted to evaluation of educational attainment considered in the light of the psychology of organizing and evaluating school work.

352. PIETRASIŃSKI, ZBIGNIEW: **Kompetencja innowacyjna jako nowy element wykształcenia ogólnego i zawodowego.** (Innovational Competence as New Element of Vocational and General Education). *Kwartalnik Pedagogiczny* 1970, No. 2. pp. 67–78, Rez. Sum.

The author introduces the concept of "innovational competence" defined as a relatively maximum and direct preparation for introducing changes (innovations) consisting in replacing present state of reality by another, adequate to accepted criteria and considered progressive. By reality the author means information, views, attitudes and events.

By the increasing speed and range of changes in the modern industrial society each worker participates in innovational processes, even when executing only a minute part of general innovational designs worked out by competent groups of specialists. In author's opinion all educational activities prepare to some extent for creative and executive participation in innovational processes. Modernization of vocational, general and civic education consists, according to the author, in introducing to their scope the formation of innovational competence. The competence is here divided into general competence which is formed equally in all persons subjected to educational influence alongside with element of general education and specific competence dependent on the type of speciality and social roles to be played by an individual in future innovational processes. The author distinguishes innovational competence in the narrow sense, i. e. limited to knowledge and skills and in the wide sense, i. e. comprising also attitudes toward innovations. Both kinds of competence are analyzed in detail.

353. **Planowanie i prognozowanie szkolnictwa wyższego w NRD i PRL.** (Planning and Forecasting with Respect to Higher Schools). Państwowe Wydawnictwo Naukowe, Warszawa 1970, 241 pp.

The book includes materials of the Polish-German conference on planning and forecasting higher schooling in East Germany and in Poland, Berlin, June 2–5, 1969. The publication includes reports delivered at sessions and at the meetings of problem-groups. The first part presents reports by J. Kluczyński (on the development of higher schools in the Polish People's Republic) and by W. Wolter (on methodological problems of forecasting higher schooling in the German Democratic Republic). Part II includes papers pertaining to the following questions: 1) development and distribution of higher schools, 2) costs and effects of training. The Polish scientists discussed a) staff with higher education in Poland (A. Rajkiewicz), b) financing the process of instruction in higher schools and possible improvements in this field, c) social and economic aspects of training in higher schools (M. Gmytrasiewicz), methods and examples of expenditure on education in higher schools (A. Wojewoda).

354. PLEŚNIARSKI, BOLESŁAW: **Lenin o sprawach oświaty i wychowania.** (Lenin's Opinions Concerning Education and Upbringing). *Chowanna* 1970, No. 2, pp. 147–198.

Analysis of the bourgeois society and its school system was the starting point for Lenin's consideration on the problems of education and upbringing. Contrary to social-democratic educators and activists of the end of 19th century and the beginning of 20th century who postulated evolutionary changes in capitalist society and its school system, Lenin aimed at a revolutionary reshaping of the existing educational reality. He analyzed social, political and economic tasks to be realized by the socialist society and stressed their connection with the new school system based on changed foundations and making mass education of the people possible. He understood the necessity to educate people to become conscious and creative communist citizens. Lenin desired to stimulate progressive teachers to intensified educational work. All his publications concerning education and schooling include the statement that in a society divided into the exploiting and the exploited, working people have no opportunity to obtain a proper amount of education. Lenin's contribution to moral education is immense. He defined exact relations between consciousness and activity. Marxist-Leninist theory of cognition formed the basis for the future development of the socialist didactics. Achievements of the socialist school would not be possible without the realization of Lenin's concepts pertaining to upbringing, moral education and shool system.

355. REYKOWSKI, JANUSZ: "**Obraz własnej osoby" jako mechanizm regulujący postępowanie.** (The Self-Image as a Mechanism Regulating Behavior). *Kwartalnik Pedagogiczny* 1970, No. 3. pp. 45–58, Rez. Sum.

The structure of the self-image is extremely complicated and comprises a number of various elements. It is composed of convictions pertaining to one's one skills, abilities, appearance, attitudes, needs and prestige ("sense of one's ego"). Well-shaped system of opinions of oneself is a condition for the existence of a conscious ego, which is a set of evaluations characterizing the ego from the point of view of the ideal ego. Self-image forms a premise for the evaluation of one's own chances in various circumstances and in various fields. Chances are thus estimated as high or low. The tendencies are expressed as overevaluation or underevaluation. The level of self-evaluation which can be measured by means of a so-called Q-sort technique influences emotional stability and human behavior particularly in new situations. One of the most important causes of disturbing the emotional stability is the discrepancy between one's own opinion of oneself formed on the basis of personal experience and the opinion of others.

356. SMARZYŃSKI, HENRYK: **Poradnictwo pedagogiczne.** (Educational Guidance). *Chowanna* 1970, No. 3, pp. 301–320.

Nowadays an increasing social demand is noted for organizing and promoting educational quidance in specially designed institutions of pedagogical character guided by a psychologist, educator and neurologist. Institutions of this kind have already been established in all the districts of the country, mostly in big towns. A number of them functions also in small district towns. Educational activities and difficulties occurring in their course require knowledge of psychological and educational problems on the part of the parents. Educational Advisory Centers are the first institutions to carry out systematic free courses and consultations permitting parents to get acquainted with elements of psychology and pedagogy according to their needs resulting from every day educational work with the children. Polish Radio and Television also participate in this type of activities organizing lectures, discussions, programs and films for parents. Because of the significance of the problem there arises a social demand for systematic educational guidance carried out by Polish Radio and Television in various forms, e.g. lectures by university professors, educational discussions, films, plays, demonstrations of educational activities of educational institutions and advisory centers. The author gives a list of problems to be included therein. Educational guidance is to fulfill important social tasks consisting first of all in aid given to children in three difficult moments of their lives, i. e. when passing three stages of instruction. H. Smarzyński discusses organizational forms, methods and criteria for the selection of children for grade I of regular and special primary schools. Research carried out in the Higher School for Education on graduates from grade VIII of primary schools and graduates from secondary schools proved that all false decisions resulted in thwarting pupils' life plans e. g. in failures at entrance examinations or drop-outs during the first and the second year of studies. The author states that Educational Advisory Centers are as urgently needed as are centers for health service. They should be established at each bigger primary school in order to help the mother school and the neighboring ones in solving educational problems and in cooperating with parents.

357. SOKOŁOWSKA, ALICJA: **Sytuacja dziecka w rodzinie rozbitej.** (Situation of the Child in a Broken Home). *Nowa Szkoła* 1970, No. 6, pp. 31–34.

Efforts are made to provide proper legal protection for childhood since this very period is considered to be of great importance for the future formation of man and his personal values and for his preparation for a future role in society. The problem has been also taken up by the United Nations Organization. Homes broken-up by divorce or informal separation of parents only in exceptional cases do not deprive children of the right to grow in an atmosphere of love and material and moral security. Financial security is strictly required by law. Each court considering a divorce case acts primarily taking into account the interests of the child, but even a very conscientious court is not in position to foresee all conditions influencing child's development in a broken home. All the unpredictable and indeterminate conditions usually prove to be harmful to the child. The author presents illustrative materials pertaining to 50 cases analyzed by courts and then transmitted to psychologists in order to obtain a proper diagnosis. Child's situation is presented on the basis of general characteristics of variants in broken-up home conditons. Divorce and separation even when relations between parents remain friendly is of personal harm to children being a condition which is difficult to ameliorate. Educators are mainly interested in psychic disturbances in the child caused by broken-up home conditions, when the child is included in conflict mechanism existing there. The educator can be of great help for children from broken-up homes by organizing educational processes so that proper attitudes are formed on the part of the child and in the class group and by offering advice in difficult situations.

358. TOMASZEWSKI, TADEUSZ: **Elementy przyszłej teorii wiadomości.** (Elements of the Future Psychological Theory of Information). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 13–21, Rez. Sum.

The author gives general characteristics of the future theory of information, which would facilitate solving specific problems in psychology, e. g. differences between operative or educative information on one hand and passive information on the other, functioning of information, etc. Knowledge on information increases nowadays in the world and however dipersed its present elements are, they draw attention of researchers as significant material for the future theory of information. These elements are 1) features of information, 2) processes of organizing information, 3) processes of transmitting information. In the present article the author discusses features of information. He distinguishes four of them: 1) information contents, 2) the degree of information probability, 3) the degree of consolidation of the information, 4) the degree of information precision. In the final part of the article the author analyzes the structure of organization of information and some problems of transmitting information. The author stresses the importance of the organization of information and its structure for programmed learning and points to the interest of a number of researchers in this problem.

359. TREMPAŁA, EDMUND (ed.): **Prace Komisji Filozofii i Pedagogiki.** (Works of the Commission for Philosophy and Pedagogy). Vol. 2. Państwowe Wydawnictwo Naukowe, Bydgoszcz 1970, 92 pp.

The first report presented by Edmund Trempała in Works of the Commission for Philosophy and Pedagogy, Volume 2 pertains to research on the activity of schools and local clubs in organizing educational environment in villages.

He discusses problems of cooperation between school and the club, forms of cultural and educational work in clubs, reasons for inhabitants' participation in club activities and preparation of social workers in clubs. The second paper by Stanisław Strzyżewski is devoted to the significance of physical training and sports in the life of adolescents. The author considers the influence of motor activity of the youth on their mental work and its effects. Jan Jakóbowski discusses the role of school practice in the process of forming didactic skills. He points to three functions of school practice: cognitive, instructive and educational. Attention in the article is paid to one of them i. e. to some aspects of instructive function. The author considers planning a lesson to be the most important problem in the whole process of forming didactic skills. Jan Rulka discusses problems of forming social and economic ideas on the basis of research on reception of a handbook in civic education in the year 1967/68. A similar set of problems is discussed by Edmund Fryckowski who deals with the formation of a scientific world outlook at lessons of history and civic education in primary and secondary schools in the aspects of organizing work by the teachers, their teaching methods and teacher's personality.

360. WROCZYŃSKI, RYSZARD and PILCH, TADEUSZ (ed.): **Metodologia środowiskowych badań pedagogicznych.** (Methodology of Environmental Educational Research). Zakład Narodowy im. Ossolińskich, Wrocław 1970, 391 pp. Studia Pedagogiczne, Vol. 19.

The book is a collection of articles on methodology prepared in the Section for Social Pedagogy at the University of Warsaw and in the Section for Social Education at the University of Łódź. The volume presents new methodological achievements in the field of research on educational processes understood as changes elicited in the pupils psyche under the influence of educational activities and various stimuli determining or codetermining psychic development. The publication is not a complete outline of methodology in environmental educational research. The authors (R. Wroczyński, T. Pilch, A. Kamiński, T. Wujek, J. Wołczyk, A. Kelm, and W. Kopczyński) present both activities indispensable in analyzing educational environment and main research techniques (I. Muchnicka, R. Janeczko, W. Zaczyński, W. Sawicki, M. Winiarski, M. Marczyk, Z. Kwieciński and J. Marczak). Some of the articles are research reports pertaining to obstacles in the successful development of the family (B. Butrymowicz), cultural-educational activities in urban regions (I. Lepalczyk, I. Muchnicka), professional qualifications of young workers (M. Nowicki), environmental conditions important for school's work (E. Trempała), physical development of children and adolescents (W. Wyrobkowa-Pawłowska) and vocational preorientation of pupils in primary schools (E. Breitkopf).

361. ZIEMSKA, MARIA: **Postawy rodzicielskie a praca wychowawcza.** (Parents' Attitudes and Educational Work). *Nowa Szkoła* 1970, No. 6, pp. 17–21.

Parents' attitude is defined by the author as a tendency to reveal a specific type of behavior toward the child. From the point of view of educational activities parents' attitudes can be divided into two basic groups 1) proper attitudes which favor the formation of desired behavior on the part of the child and 2) improper attitudes which result in the formation of undesired behavior in the child or even of some character deformations. The author points out the following proper attitudes: 1) acceptation of the child, 2) cooperation with the child, 3) ensuring an amount of freedom according to age and 4) recognition of the child's rights without under- or overevaluating them. The above mentioned attitudes satisfy psychic needs of the child contrary to improper attitudes in the same matters which leave the needs unsatisfied as 1) rejection, 2) avoidance, 3) excess of freedom and independence and 4) too high requirements and permanent correcting. Parents' attitudes result in the formation of characterological features in a child. The author gives lists of features corresponding to each of the attitudes on the part of parents. Then follows a discussion on educational activities of the teacher which should be undertaken when an improper attitude of the parents is noticed. In the author's opinion the teacher should adopt attitudes lacking in the family environment thus satisfying child's psychosocial needs and modifying his behavior. He should also get in touch with the child's parents in order to change their attitudes toward the child. Knowledge of parental attitudes will help the teacher in getting to know his pupils and improve parents' contacts with their child thus resulting in more effective performing of parental duties.

V. THE TEACHER'S PROFESSION

362. BOBROWSKA-NOWAK, WANDA: **Zmęczenie nauczyciela jako problem pedagogiczny.** (Teacher's Tiredness as a Pedagogical Problem). *Nauczyciel i Wychowanie* 1970, No. 5, pp. 69–76.

A report on research on teacher's fatigue carried out by means of questionnaires for teachers and pupils of grade VII in the district of Tychy. Questionnaires filled out by the pupils reveal that they immediately notice the increasing weariness of the teacher and carefully watch its symptoms. Children point to two possible kinds of the teachers fatigue. One of them is expressed by irritation, impatience, increased requirements and subjective evaluations; while the second — by the loss of energy, lack of humor and indifference. Pupils under examination also point out types of activities most tiring for the teachers. Some of the pupils describe the appearance of the tired teacher and indicate changes in the way of conducting a lesson. The teachers state that the days which are most tiring for them are Mondays, Thursdays and Saturdays. They also point out turns of duty in the course of breaks as one of the most exhausting activities. They give a list of symptoms and most frequent reactions to fatigue. Teachers' answers include remarks on the need of psychotherapy. The author stresses that weariness does not affect all the teachers, but appears most often among the most diligent ones. She also draws attention to the necessity of changes in the organization of school's work in order to protect the health of those who play the most important role in education of the young.

363. DOROSZEWSKA, JANINA: **Nauczyciel wychowawca w oczach Marii Grzegorzewskiej.** (Teacher and Educator as Viewed by Maria Grzegorzewska). *Szkoła Specjalna* 1970, No. 2, pp. 97–109, Rés.

A report delivered by the author at a meeting of the Association for Moral Culture, September 1968 on the subject: „Maria Grzegorzewska's Views Concerning the Role of the Teachers in Forming a Young Man". The author discusses life and opinions of Maria Grzegorzewska, the founder of the Polish Institute for Special Pedagogy, who devoted herself to educational work on handicapped children. Her life is an example of postulates set forth in the introduction to her book which appeared under the title "Letters to a Young Teacher". Maria Grzegorzewska stresses the importance of personal qualities of the teacher such as good nature and a feeling of human dignity. In her opinion the personal value of the educator is the basis of effectiveness in all his educational work. Human values outweight all other factors in the life of people and communities. Thus better educators improve the world and human life. Grzegorzewska considers freedom of a man to be based on his creative work, searching of new ways and new forms of it. The teacher should transmit his knowledge with maximum interest, with full awareness of the process of young man's formation. Good nature is the secret of every educational success, which should be revealed not only in avoiding harm to others but also in active help wherever it is needed.

364. GMYTRASIEWICZ, MICHAŁ: **Budżety domowe nauczycieli w świetle badań GUS.** (Research on Home Budgets of the Teachers Carried out by the Main Bureau for Statistics). *Nowa Szkoła* 1970, No. 7/8, pp. 20–22.

The author analyzes home budgets of Polish teachers in comparison with those of miners, drivers, bookeepers and engineers. The total number of households under examination amounted to 1525, 116 teachers' families included. Education proved to be an important factor influencing aspirations, way of life and the structure of consumption. Out of the teachers covered by the research 37.1 percent received secondary education, 18.1 percent — non-full higher and 44.8 percent higher education. Amount of education on the part of other members of the teachers' families was also examined. Investigations of the same type were carried out in other professional groups. Comparison of indicators revealed convergency of the amount of education on the part of the head of the family with that on the part of its other members. Analysis of salaries proved that teacher's salary is relatively lower than that in other professional groups while yearly income per person is higher, the average being 19,639 zlotys. The reason lies in smaller number of children in the teachers families. Only in the families of engineers the yearly income is higher and amounts to 23.7 thousand. Analysis of the financial status revealed that 54.3 percent of the teachers belong to two richest groups of professions since the relatively low salaries are compensated by additional work undertaken by great number of teachers. Analysis of the structure of consumption proved that teachers' families spend more of their money on clothes, shoes, food and furniture. Teachers spend more money thant do members of other professional groups on culture, education, sport and tourism.

365. GORISZOWSKI, WŁODZIMIERZ: **Doskonalenie kadry kierowniczej i nadzoru pedagogicznego jako jeden z ważnych problemów w teorii organizacji szkolnictwa.** (In-Service Training of Educational Authorities and Supervisors as an Important Problem in the Theory of School Organization). *Chowanna* 1970, No. 2, pp. 284–289.

The article deals with one of the most important problems in the organization of schooling, i. e. with the in-service training of educational authorities responsible for various types of schools, realization of educational policy and internal structure of a given type of schooling. Improvement of qualifications is here meant as an established system of definite activities. The author distinguished the following factors in the system of improvement: general aims, specific goals, contents, forms, methods and means of transmitting information to receivers and increasing the effectiveness of their assimilation in order to shape desired attitudes. He also presents the conception of four stage training for educational supervisors and members of school authorities. In his opinion directed training gives way to self-instruction based on reading, which has the following forms: information on new publications, popularization of personal experiences in educational press, proper choice of reading in the course of studies and attempt at the reproduction of educational materials on the basis of analytic reading and note making. The article includes exemplificatory materials pertaining to the set of problems covered by courses for educational supervisors in the years 1969–1970. Data are presented in statistical tables.

366. IWANOWSKI, WOJCIECH: **Wykształcenie nauczycielstwa roku 1970.** (Education of Polish Teachers in 1970). *Nowa Szkoła* 1970, No. 5, pp. 8–10.

The scope of education of Polish teachers is constantly increasing. The author of the present article presents the situation in 1970 basing on statistical data collected by educational boards of various districts of the country. Progress can be observed when comparing the scope of education of teachers in the school year 1970/71 with respective earlier periods: increase can be noted in the number of qualified teachers and decrease in the number of unqualified or not fully qualified ones. The greatest difference exists in numbers of teachers graduated from the so-called Teachers' Colleges. Influx of higher school graduates is considered to be still insufficient. Although only in the year 1970 2714 graduates from higher schools were accepted for teachers posts in educational institutions subjected to the Ministry for Education, the number still does not satisfy needs, especially in the field of Russian, Western languages, physics, mathematics, polytechnic training and some technological and economic subjects. In order to ensure full realization of plans it is indispensable to employ all graduates covered by the legal acts concerning teachers employment and to work out a proper distribution of graduates from Teachers' Colleges. Sections for Education and Educational Boards of various districts of the country should prepare plans for the employment of a greater number of higher school graduates in secondary vocational and general schools. A negative phenomenon can be observed of leaving schools by graduates of higher educational institutions for work in other places offering better financial conditions. The degree of ensuring realization of educational plans will be determined by following directives concerning staff policy by school administration.

367. KRAWCEWICZ, STANISŁAW: **Studia podyplomowe dla nauczycieli.** (Post-Graduate Studies for Teachers). *Chowanna* 1970, No. 2, pp. 274–283.

Considering establishment and organization of post-graduate studies the author stresses that the present-day teacher as well as the teacher of the future should be characterized by highly developed intellectual values and creative attitudes. The requirements result from the progress in science influencing teacher's work, teaching material and methods of training thus encouraging modifications in educational activities. The teacher whose main function is to transmit knowledge in the course of instruction should maintain permanent contact with sources informing him of new scientific achievements. His chief duty is thus intellectual development, refreshing and supplementing his scientific knowledge and increasing his educational abilities through getting acquainted with new teaching methods and classroom techniques. Institutional improvement of teachers' qualifications should aim at efficient transmission of scientific information to teachers and getting them acquainted with achievements of educational sciences. Alongside with refreshment courses, post-graduate studies are presently carried out in three specialities: 1) securing qualifications on the basis of higher school knowledge, 2) acquiring an additional speciality, 3) improving qualifications in the same speciality. Since the social need for post-graduate studies is constantly increasing, a number of higher schools organize this form of instruction for teachers. Data pertaining to the problem are presented in the article according to the announcement by the Central Committe of the Polish Teachers' Association.

368. KULIGOWSKA, KRYSTYNA: **Aktualne problemy doskonalenia nauczycieli.** (Present-Day Problems of Improving Teachers' Qualifications). *Chowanna* 1970, No. 2, pp. 213–236.

In contrast to many articles on the subject the present one does not present reasons for the necessity to carry out in-service training for teachers but concentrates on criteria for its quality and effectiveness assuming that the influence of training upon results of the teacher's professional work should be the main criterion for evaluation of his improvement. The author stresses that what can be accepted is the training which leads to better didactic and educational results of school work, to greater influence exerted on parents and indirectly on social attitudes. Discussion pertains to problems of ways in increasing effectiveness of in-service training for teachers. It is extremely important to make teachers themselves aware of the necessity to carry out permanent training, since knowledge obtained even in the best schools cannot be sufficient for the proper realization of every day didactic-educational tasks. Teachers' work requires constant supplementing of information and differentiating forms of didactic work in order to ensure better educational attainment on the part of the pupils. Increase in this attainment should be the main objective of all existing methods in teacher training.

369. NOWACZYK, STANISŁAW: **Rola książki pedagogicznej w doskonaleniu pracy nauczycieli.** (Role of Pedagogical Books in the Improvement of Teachers' Work). *Chowanna* 1970, No. 2, pp. 254–267.

The author discusses the role of pedagogical books in the teacher's work. He considers to what extent the professional book influences increase in educational knowledge of the teacher, causes consolidation of pedagogical information, strengthens didactic-educational skills and forms new ones indispensable for effective exercising of professional duties. Basing on a number of research and publications pertaining to the role of pedagogical books in the improvement of the teacher's work the author sets forth the postulate to consequently and systematically include pedagogical books in the process of teacher training in order to work out ways of implementing elements of educational theory to school practice.

370. PIETER, JÓZEF: **Oddziaływanie cech osobistych nauczyciela na uczniów.** (Influence of the Teacher's Personal Qualities on His Pupils). *Nauczyciel i Wychowanie* 1970, No. 5, pp. 25–39.

The author presents design and results of research on the influence of the teacher's personality upon his pupils. Investigations have been carried out under the author's guidance at the Section for Psychology at the Silesian University in Katowice. The group of researchers included 10 teachers-undergraduates. Research took place in schools, in which they worked or in the schools of their colleagues. The author reports on the part of research pertaining to the influence of the teacher's appearance and elocution. Research on teacher's appearance was carried out by Urszula Omylińska on 107 pupils in grades VIII of a primary school in Zabrze. Research techniques were: questionnaire for initial investigations, scale-guide methods (a scale of five degrees for each feature of the teacher's appearance has been worked out) and reminiscence method. The author states that the pupils quickly react to their teachers' appearance and know how to evaluate it. The highest scores were given for features signifying good health and not for beauty, the lowest — for imperfections of face and posture. Irena Gierka investigated the influence of personal hygiene and clothes. Similar techniques have been used. In agreement with predictions pupils who gave highest scores for hygiene and clothes reacted to it by care for their own appearance, tideness of books and copybooks and diligence. Negative evaluation was correlated with contempt for the teacher, lack of interest in the subject and gaps in knowledge. Alicja Mroczkowa investigated the influences of speach, by means of mutually complementary methods.

She reports high appreciation of proper articulation, accentuation, style, elocution, rhythm and vocabulary. Negative evaluations are given for arrogant, improper and careless speech. In the case of longer contact of the teacher with the pupils the latter adopt his way of speaking be it proper or improper.

371. PIETER, JÓZEF: **Problemy samokształcenia i doskonalenia kadr nauczycielskich.** (Self-Instruction and Improving Qualifications of the Teaching Staff). *Chowanna* 1970, No. 3, pp. 199–236.

The author considers relations between the self-instructional process as a long-range, independent cognitive activity and the process of improving qualifications of the teaching staff as an organized activity carried out in order to increase effectiveness of their professional work. Processes of this kind cannot be organized similarly to the school process of instruction because of considerable differences between participants as far as age, amount of education and experience are concerned. A number of specific problems arise in the field of adjusting self-instructional activities to individual abilities, organizing the process in order to obtain substantial increase in factual knowledge and selecting suitable teaching material. The author discusses psychological foundations of self-instruction, its sources, passage from cognitive interest to systematic self-instruction and from self-instruction to organized in-service training for teachers, evening and extramural studies for practising teachers, staff employed in teacher training departments, professional career and its relation to the amount of education and modifications in the teacher's consciousness as influenced by self-instruction. Much place is also devoted to research and publications pertaining to the problem. Basic self-instructional process, its objectives, organization and popularization are dealt with in a separate chapter.

372. RATAJ, MARIAN: **O samokształceniu nauczycieli.** (On the Teachers' Self-Instruction). *Chowanna* 1970, No. 2, pp. 237–253.

The article is based on results of research carried out among 2000 teachers of primary, secondary and vocational schools in 1967. Investigations pertained to the following problems: popularity of self-instruction, planned and systematic character of self-instruction, its aims and motivation for work, forms and sources, subjects and factors stimulating teachers work, hindrances effects and self-instructional aspirations, as well as increase in the effectiveness of the process. Investigations were based on anonymous questionnaires, self-instructional biographies, memoirs and analysis of published and unpublished materials pertaining to teachers' self-instruction. On the basis of available data the author formulates determinants of the optimalization in the process of self-instruction. The basic determinants are: 1) consciousness of one's own shortcomings, needs and possibilities, 2) knowledge of better personal models, 3) ability to specify self-instructional ideals and to realize them systematically and 4) motives stimulating the will to work on one's own development.

See also: 327, 328.

VI. SCHOOLS AND INSTITUTIONS

VI. 2. PRIMARY

373. CHMURA, MARIA, and NAPIÓRKOWSKA, URSZULA and NOWAK, JANINA: **Z badań nad słownictwem dziecka rozpoczynającego naukę szkolną.** (Research on the Vocabulary of a Child Entering Primary School). *Życie Szkoły* 1970, No. 7/8, pp. 21–26.

The authors of the article present results of a comparison between the vocabulary of a seven-year-old child examined in the course of its seventh year of age and the vocabulary used in handbooks and books for obligatory reading in grade I. Observations have been carried out by means of the so-called records of speech carried out by the child's mother, a psychologist, who put down a number of utterances expressed by the child every day together with a description of the situation in which they were pronounced. A considerable difference with respect to the richness of vocabulary can be seen between these utterances and handbook texts. The child under examination uses the vocabulary which is perhaps less differentiated but more colloquial, frequent in every day situations and connected with modern technology. Many of these words do not appear in handbooks which on the other hand introduce substantial number of names of objects presently unknown or going out of use as well as words denoting psychic states or abstract terms. The handbook texts are mostly texts forming a link between the child's style and a literary one. The authors postulate to modernize school texts in order to bring them closer to linguistic reality of the seven-year-old.

374. DĄBROWSKA, IRENA: **Cechy charakterystyczne programu pracy wychowawczej klas I–IV szkoły podstawowej nr 58 w Bydgoszczy.** (Characteristic Features of the Educational Program Carried Out in the Primary School No. 58 in Bydgoszcz). *Życie Szkoły* 1970, No. 7/8, pp. 29–39.

The form master planning educational process in grades I–IV bases his work on curricula for eight-year primary school in order to find necessary educational elements there. The author gives examples of planning from one of the primary schools in Bydgoszcz pointing out that educational planning requires deep knowledge of specific characteristics of the whole educational process in the primary school. Definite statements are needed concerning present-day and future tasks, these however cannot be properly formulated without careful observation of individual pupils and their collective.

Analysis of educational programs for grades I–IV prepared in the primary school No. 58 in Bydgoszcz reveal continuity of many subjects with the simultaneous increase in their scope according to growing capabilities of pupils in higher grades. Programs stress the necessity of close contacts of form masters with parents and home environment. Examples of the execution of several curriculum items are presented in tables at pages 32–36.

375. FURMAN, JÓZEFA: **Wpływ różnych form pracy grupowej na strukturę społeczną klasy szkolnej.** (Influence of Various Forms of Group Work on the Social Structure of the Class). *Kwartalnik Pedagogiczny* 1970, No. 2, pp. 145–157.

Research carried out by J. Furman under the scientific guidance of Professor W. Okoń aimed at determining the model of a class as a field of child's social education. Research has been carried out on two forms of group work—uniform and differentiated, and on the possibilities of teacher's influence on the formation of class social structure by means of some organizational changes within the process of instruction. Research objective was to state if there are such possibilities and to point to organizational forms of the teaching process which prove to be effective for the formation of the uniform class social structure. Research covered three grades V of Warsaw primary schools with respect to subject-matters: mother tongue and biology. The experimenter used voting and sociometric techniques, i. e. friendship and discontent plebiscit, sociometric test and questionnaires. They enabled to state pupils' tendencies to enter social interactions in class, point out differences in the social structure in a class and finally to verify research hypotheses. Research proved that only one of the three grades under examination satisfied the requirements of the model in the field of uniformity in the social structure. The author concludes that there exists not only a possibility but also an urgent necessity of the teacher's interference in the transformation of a school class into a rationally organized group of social education. Out of the two forms of work that were investigated by the author, differentiated work creates better conditions for the social development of the pupil while uniform frontal work ensures better didactic results in the form of higher educational attainment. Thus the application of both of them should be recommended.

376. KARIPIDIS, KRYSTYNA: **Geneza niepowodzeń nauczyciela klas I–IV w realizacji treści wychowania plastycznego.** (Etiology of Teachers' Failures in the Work in Grades I–IV at the Lessons of Aesthetic Education). *Życie Szkoły* 1970, No. 7/8, pp. 8–13.

The article is a report of research on 94 teachers studying at the freshman year of the extramural and evening Teachers' College in Gdańsk-Oliwa at the Department for Initial Instruction Section for Aesthetic Education. Research was based on questionnaires and reports of lessons conducted by the teachers under examination. The author presents the list of most common difficulties connected with the preparation and conducting a lesson. They are the following: 1) lack of factual information from the field of fine arts, 2) ignorance of developmental stages in the plastic creation of children, 3) lack of basic drawing skills, 4) difficulties in preparing plans of the lessons, 5) insufficient knowledge of plastique techniques, 6) difficulties in formulating goals of lessons, in selecting subjects and techniques as well as in evaluating children's work, 7) dislike of the subject, 8) lack of literature from the field of aesthetic education, 9) lack of teaching aids, 10) lack of interest for the subject-matter on the part of the principal, 11) difficult conditions of work.

377. KIERKOWSKI, ADAM: **Z doświadczeń organizacji wychowania uczniów do dojrzałości decyzji zawodowej w szkołach podstawowych.** (Organization of Education In Order to Obtain Mature Choice of a Profession in Primary School). *Chowanna* 1970, No. 3, pp. 378–393.

The author discusses preparation of the youth for the fulfilling of an important social function, i. e. for mature choice of a profession. Primary schools ought to concentrate on the problems of preparing their pupils for the future training on the postprimary level and for rational selecting a profession. The author's postulate gains in importance because of the recent extension of compulsory schooling to the age of 18. Attention is drawn to motivation, as an improper motivation in school work e. g. learning for good marks or other profit can appear also in the future professional work. Until now the main task of the primary school was to prepare the pupil for passing an examination to every school and not only to the selected one. Now it should help pupils to choose a profession according to their abilities and interests.

Since the year 1966 Educational Board of the Region of Katowice has been carrying out systematic training for educational staff of Vocational-Advisory Centers dealing with problems of vocational preorientation in schools. The following tasks should be fulfilled by schools in the field of preorientation: 1) imparting knowledge of the economic situation of the country and of social needs pertaining to employment, 2) providing pupils with information on professions, 3) getting pupils acquainted with structure of post-primary schools, recruitment conditions, possibilities to carry on training and 4) aid in choosing a profession according to pupils' psychophysical abilites and interests on one hand and to social demands and vocational requirements on the other. Form masters should co-operate with Vocational-Advisory Centers and direct pupils of grade VII for specialistic examinations there.

378. KOMOROWSKI, BOHDAN: **O skuteczności nauczania problemowego.** (On the Effectiveness of Problem-Instruction). *Nowa Szkoła* 1970, No. 7/8, pp. 20–22.

The article is devoted to significance and effectiveness of problem-instruction in the didactic process. The author defines problem situation as an arrangement in which the teacher or the pupil sets forth a theoretical or a practical difficulty that requires application of previously assimilated knowledge in new circumstances. The author then analyzes questions that can be put not only by the teacher but also by the pupils in the course of the learning process. He distinguishes: 1) control questions (catechetical), 2) search-cued questions (heuristic), 3) emotional-committing (motivational) and 4) activating-practical (pragmatic) questions. Non-problem questions are included in the first group, problem ones being components of the remaining three groups. In the second part of the article two experiments are presented, one carried out at the first year of the Department for the Polish Language in the year 1963/64, the other — in a primary school in Lublin in the years 1964–67 under scientific supervision of Professor W. Okoń. The following conclusions are drawn from the data obtained in the course of researches: problem-instruction should not be introduced every-where; frontal, group and individual learning should also be applied; proper educational atmosphere ought to be created to avoid pseudo-problem-instruction, each pupil must be inclined to link elements of information in order to construct a logical whole and avoid disintegration of the teaching material; ratio of problem-instruction to other methods should be carefully considered so that it would not dominate the learning process.

379. KWIECIŃSKI, ZBIGNIEW: **Środowisko lokalne a poziom słownictwa uczniów klas młodszych.** (Local Environment and the Vocabulary of Children in Lower Grades). *Życie Szkoły* 1970, No. 5, pp. 40–47.

Data presented in the article pertain to the influence of local and social environment on the acquisition of new concept and corresponding lexical items on the part of the pupils in lower grades. The author reports on a part of research carried out by the Section for Research on Industrialized Regions at the Polish Academy of Sciences. Research aimed at a sociopedagogical diagnosis in the field of the so-called "levelling of the life-start" for the youth coming from various social strata. Research covered 3856 pupils from three types of environment: rural, industrial and urban. A test battery of a lexical character was administered worked out on the basis of presently used curricula and handbooks. Test items investigate the knowledge of $^1/_3$ of the new words and concepts introduced in the course of the school-year. The test battery is correlated with a set of tests measuring basic school skills, achievement tests and a verbal intelligence test. Analysis permitted the author to draw the following conclusions: 1) level of the vocabulary acquisition on the part of urban children is satisfactory, while by rural pupils it proves to be low or very low, disproportion between urban and rural children being considerable, 2) notable differences have also been stated between the children from various social classes, intelligentsia pupils obtaining higher results in the vocabulary test than do workers' children, peasants' children and peasant-workers' children, 3) the best results of rural school are worse than the worst results of urban schools.

380. MOROZ, KAZIMIERZ: **O planowaniu pracy wychowawczej.** (Planning Educational Work). *Życie Szkoły* 1970, No. 7/8, pp. 27–29.

The author discusses teacher's planning abilities in the educational process stressing the value of empirical data. In his opinion answers to questions from the field or curricula and educational influence should be sought in researches on these problems. He also gives the list of sources serving the teacher in his planning activities. They are: curricula for the eight-year primary school, directives of educational authorities, suggestions of centers for teaching methods, trade union conferences and educational writings. He should, however, make independent decisions pertaining to educational tasks to be fulfilled by his pupils, their forms and methods of execution. Analysis of experiences obtained in the primary school No. 21 in Toruń and in the primary school No. 58 in Bydgoszcz reveals the increasing significance of individual decisions, although the main selection and gradation of educational elements is based on the commonly accepted principles. Intensification of educational work can be achieved through introducing factors characteristic for the environment of the class.

381. MUSZYŃSKA, ŁUCJA: **Integralne wychowanie i nauczanie w klasach niższych.** (Integral Upbringing and Teaching in Lower Grades). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 163–182.

A report of research on educational system in primary school carried out by the Section for the Theory of Upbringing of the Institute for Education at the Poznań University. The author presents principles of integral teaching and upbringing in lower grades. The starting point of a system lies in the assumption that educational processes are carried out through the organization of over-all activity for children. Uniform organization of various elements of life in lower grades is thus accepted; classroom-, out-of-school- and organizational activities of children form an integral whole. Foundations of the integral educational system are the following. The form-master plans integral subject units and not separate lessons. Educational aims and goals of instruction are adjusted to every unit. The teacher works out various tasks for children to be carried out in the course of work on the unit and plans other forms of children's activity. The following principles are introduced: a) time continuity, b) varied form of lessons, c) fluency in conducting a lesson, d) activation and motivation, e) committment, f) collectivity. The implementation of integral teaching and upbringing is carried out in an extended teaching plan of 24 hours a week in grades I–IV. Finally the author discusses organization of labor in these grades.

382. PARAFINIUK-SOIŃSKA, JANINA: **O niektórych cechach fizycznego rozwoju dziecka i ich związku z postępami w nauce szkolnej.** (On Some Features of Child's Physical Development and Their Relation to Its Success in School Learning). *Życie Szkoły* 1970, No. 7/8, pp. 14–20.

The author in cooperation with a group of students of the Teachers' College and a number of school doctors has carried out research on the influence of present-day economic and cultural conditions on child's physical development. Research covered 582 children of grade I in 28 primary schools of the region of Szczecin coming from four typical environments (12 small villages with the number of inhabitants smaller than 200; 9 big villages of more than 200 inhabitants; 12 little towns and one big town). Measurements of children's biological development were then compared with data presented in educational writings and pertaining to developmental tendencies in children. Dependencies were also sought between biological development of the child and its knowledge of basic subjects taught in grade I. To obtain data needed investigations were repeated in the course of the school year. No direct correlation has been stated between children's seize, weight and educational attainment. Dependency was, however, found of educational achievement on health, functioning of sight, hearing and speech fluency. Influence of home situation is also considerable. No great differences can be stated between size, weight and health of children from various social environments. In comparison measurements are as follows: 1950 — 118 cm, 1943 — 117 cm, 1880 — 104 cm.

383. PĘCHERSKI, MIECZYSŁAW (ed.): **Metodyka nauczania języka polskiego w klasach V–VIII szkoły podstawowej.** (Methods of Teaching Polish Language in Grades V–VIII of the Primary School). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1970, 374 pp. Institute for Education.

The book is a part of a series on methods in teaching Polish language being prepared by the Institute for Education. The series will be composed of three independent parts corresponding to three levels of instruction i. e. initial, higher primary and secondary. The book is a collection of articles by eight authors and is designed as a manual for practising teachers in covering the new program of the Polish language in higher grades of the primary school.

Karol Lausz in the first chapter entitled "Considerations on the Theoretical Foundations of Teaching Polish" discusses scientific background of Polish language didactics, educational goals and teaching methods. Maria Swobodowa, Anna and Piotr Wierzbiccy, Jan Tokarski and Zofia Jakubowska prepared three basic sections i. e. reading, teaching to read and write and grammar, the latter being divided into ortography and punctuation. Jan Kulpa is the author of the chapter on out-of-school activities. Zbiegniew Książczak deals with the pupils' preparation for self-instruction. In the final chapter of the book Maria Swobodowa discusses organization of the teacher's work. The authors adopted basic assumptions for working out special methods which were postulated at the conference held in the Institute for Education, Warsaw, April 13, 1962. They consider the publication to be a stimulus for wide discussion on recommendations here presented, confrontation of its contents with school practice, verification of hypotheses and theorems set forth and research on modernization of teaching Polish in primary schools.

384. PILAWSKA, HALINA and JUCHNIEWICZ, JERZY: **Lekarze o rozkładzie dnia ucznia.** (Doctors About the Pupils' Timetable). *Nowa Szkoła* 1970, No. 5, pp. 30–32.

On the initiative of the State Institute of Hygiene the Epidemiological Department of Szczecin carried out in

April and May 1969 investigations of primary school pupils from grades II–VIII. Research concerned the pupils' timetable. Data were collected by means of questionnaires. The authors of the article present materials drawn from 1500 questionnaires, 705 of which are filled in by a haphazard sample of children from 10 schools of the town of Szczecin and the rest by rural school children coming from 20 schools of the same district. By means of an eleven-item questionnaire the authors wanted to find out if the average timetable of the pupil corresponds to commonly accepted principles of a sanitary way of life and if not —to what extent. Pupil's answers revealed faulty construction of teaching plans. In most of the cases number of lessons per day was far too large, difficult subjects were grouped together undivided by easier ones often in the final part of school work, lessons were linked (2 hours of the same subject) which causes great tiredness on the part of the pupils increased by breaks spent without any fresh air in the school building. Overburdening with homework was noted by pupils of lower grades both in towns and in villages. 72 percent of pupils from urban districts and 61 percent of pupils in rural districts revealed insufficient recreation in fresh air. On the testing day 9 percent of the pupils under examination did not rest in fresh air. Transport of pupils to schools should be improved for 16 percent of town-children. In the final analysis the authors tried to find correlations between educational attainment and timetables. Good and very good marks prevailed among pupils in urban districts while bad ones among those in rural regions. No direct correlation was noted between the number of hours designed for sleep and educational attainment. Analysis of the way of spending and organizing day time pointed to an unexpected phenomenon, i. e. pupils with low educational attainment spend more time in fresh air. The phenomenon is easy to observe especially in rural environment.

385. PUTKIEWICZ, ZYGMUNT: **O niektórych czynnikach wpływających na skuteczność procesu uczenia się.** (On Some Factors Influencing the Learning Process). *Psychologia Wychowawcza* 1970, No. 5, pp. 3–9.

School learning as a social process is not a sum of various influences but their resultant depending on a number of stimuli or their arrangements. The author considers only two groups of factors influencing the pupil which result from the relation between the teacher and the pupil. Factors on the part of the teacher are the following: 1) profound knowledge of the subject completed by information on the place of the material taught in the whole of science and on the use pupils can make of it, 2) knowledge of mental capabilities of the pupil, his memory span, emotional states and thinking processes, 3) ways of transmitting knowledge to pupils, 4) evaluation of pupils' educational attainment, 5) attitude toward the pupil in the course of school interactions. Factors on the part of the pupil are: 1) aims which the pupil wants to achieve through learning, 2) motives for learning, 3) satisfying pupil's psychic needs (cognitive needs, of the change, need of respect and appreciation). Factors on the part of the teacher and on the part of the pupil can be mutually complementary or mutually opposed in the learning process. Integration of the two kinds of factors and investigation of relations between them although not easy is indispensable for the improvement of pupils' educational attainment and change in their attitude toward learning.

386. RUCIŃSKI, STANISŁAW: **Źródła informacji uczniów w sprawie dalszego kształcenia się.** (Sources of Information on Further Schooling for Pupils). *Nowa Szkoła* 1970, No. 5, pp. 20–23.

The author discusses sources of information on possibilities of obtaining and exercising a profession available for pupils in grade VIII and XI, i. e. terminal grades of primary and secondary schools. The author tries to answer the question on the basis of materials obtained in the course of questionnaire investigations carried but by the staff of the Chair for General Pedagogy at the Educational Department of the Warsaw University in the first quarter of the year 1969. Research covered 3324 pupils in grades VIII and XI, the latter coming from general and vocational secondary schools in the regions of Kielce, Poznań, Wrocław and Katowice and in the towns of Warsaw and Wrocław. One of the main questions included in the questionnaire pertained to the source of information on the future profession. The authors gave the list of possible sources out of which the pupils had to point the one they utilized.

Data obtained in the course of investigations reveal that the role of school in informing pupils on the possibilities of future work or further training is insignificant. The task is fulfilled by parents, popular publications and friend's opinions, while the main source of information for grade VIII pupils are parents and for grade XI pupils — popular publications. The most important problem consists in providing each pupil with the information needed. Covering all pupils by the system of vocational guidance seems possible only through schools. School's role should not be limited to informing final grade pupils on employment, professions and higher schools. It should also form pupils' attitudes, develop abilities, motives and interests. The author postulates to establish posts for specialists of vocational guidance in schools who would be engaged in no other activities being at the same time in a position to cooperate with the teaching staff.

387. SPIONEK, HALINA: **Parcjalne opóźnienia rozwoju uczniów szkół podstawowych jako przyczyna ich trudności i niepowodzeń w nauce.** (Partial Retardation in the Development of Primary School Pupils as a Cause of Their School Failures). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 135–161, Rez. Sum.

A report on research carried out under the scientific guidance of the author in the Clinic-Educational Section of Child's Psychology at the University of Warsaw in the years 1961–69 and then in the Section for Disturbancies in the Psychomotor Development of Children and Adolescents. Research covered about 15 000 pupils mostly from Warsaw schools. Out of the number 1200 special cases were selected for minute analysis. Research aimed at stating the role of pathological factors against the background of the over-all development of the child and his life situation. Research permitted to explain primary causes of children's difficulties, modificational influence of biopsychic properties and of environmental conditions upon mechanisms of school failure formation. Investigations have been carried out by the authors of 50 master's theses and 14 doctor's dissertations prepared under the author's guidance. Each child was examined by means of a set of various techniques to be obligatorily used by the whole group of researchers. In each case an individual diagnosis was worked out. Presentation of results starts with the table of intelligence quotients of pupils with serious school failures. Then the author discusses disturbances of mentally retarded pupils and their school failures, retardation in the development of sight, hearing and motor functions as a cause of school difficulties. The article presents only a part of research results. Complete analysis will be presented in a separate publication.

388. WIĘCKOWSKI, RYSZARD: **Koncepcja pracy dydaktycznej w nauczaniu początkowym.** (Conception of Didactic Work in Initial Instruction). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 117–133, Rez. Sum.

The author of the article discusses organization of instruction from the point of view of some conceptions of organizational forms of pupils' work taking into consideration differentation within class. General remarks on methodology are followed by an analysis of individual differences between pupils with respect to their mental development, working speed, etc. The article presents ways of creating optimum activeness on the part of the pupils in the course of initial instruction. Thus special stress is laid on the organization of work at the lessons and on methods favoring active and effective participation of all the pupils in the learning process. A list of all organizational forms of instruction recommended by the author is presented in a separate table.

389. WINIARSKI, MIKOŁAJ: **Czynniki warunkujące pozycję ucznia w zespole klasowym.** (Factors Conditioning Pupil's Position in the Class Group). *Kwartalnik Pedagogiczny* 1970, No. 2, pp. 131–143.

A report of research on factors conditioning the pupil's position in the class-group carried out in three primary schools of Warsaw, Łódź and Lublin. Research covered 350 pupils of grades IV–VII, part of them participating in out-of-school activities of various educational institutions, part of them utilizing no possibilities of this kind. Research method used was the modified sociometric technique of Moreno. A sociometric questionnaire has been worked out including 1) instruction pointing to research goals and explaining the ways of filling out the questionnaire, 2) sociometric questions, 3) questions asking for out-of-school activities of the pupil, his family, environment, participation in activities of institutions for extramural education, and contact with mass-media. In the course of research the following relations have been analyzed: 1) the social position of the pupil in the class-group and the social-vocational group of his parents, 2) educational attainment and the pupil's position in the class-group, 3) out-of-school-activeness of the pupil and his position in the class-group, 4) out-of-school activeness of the pupil and his social position in the class-group. Factors distinguished by the researcher have been stated to exert considerable influence upon the social position of the pupil in the class-group. Research made it possible to work out a hierarchy of their importance. Educational attainment proved to be the main factor. The following according to their diminishing importance were: social position of parents and out-of-school activeness. The author points out that neither of the factors operating in isolation determines the social position of the pupil. It is the combination of several of them which states the precise position of the pupil in a group. Concluding, the author draws attention of teachers and form masters to the importance of family and environmental influence in their didactic-educational activities in grades IV–VII.

390. ZBOROWSKI, JAN: **Nauczanie początkowe w systemie dydaktycznym szkoły ogólnokształcącej.** (Initial instruction in the Didactic System of General Education School). *Życie Szkoły* 1970, No. 6, pp. 1–10.

Initial instruction is the first basis stage of the whole didactic-educational system in schools for general education. The author presents foundations of the system and discusses the problem whether initial stage of instruction should prepare pupils for the higher level of schooling, include systematic training itself or form a synthesis of the two conceptions. Lately tendencies increased to liquidate initial instruction and construct systematic curricula starting with the first grade of the primary school, include more information in the teaching process and increase the speed of assimilation on the part of the pupils. Numerous experiments, however, carried out abroad and reported in several publications have not brought about any clear solution to the problem. Urgent need to reform initial instruction in Poland created attempts to modernize this stage of instruction and include it in the over-all didactic system of general schools. Research on curricula and methods in grades I–IV has been carried out by the Institute for Education in Warsaw in cooperation with the Institute for Education at the Jagiellonian University in Cracow. The author discusses research designs and results obtained. His conclusions are the following: 1) isolation of initial instruction should be liquidated and grades I–IV included in the didactic system of general education school which requires changes in curricula and teaching methods, 2) process of initial instruction should be intensified by enriching material designed in the curricula and by accelerating teaching and learning processes.

391. ZGADZAJ-FELIKSOWA, STANISŁAWA: **Emocjonalne przyczyny niepowodzeń w nauce.** (Emotional Causes of School Failures). *Kwartalnik Pedagogiczny* 1970, No. 2, pp. 159–165.

In previous research on the etiology of school failures emotional factors have never been taken into consideration. The author gives here an attempt to investigate emotional conditioning of school failures. Research covered 132 pupils of a primary school. The techniques used were: Warmington's perseveration tests, Cattell's characteristics of high and low perseveration, Schonall's characteristics pertaining to temperament, Cattell's questionnaire of chronic nervous fatigue, Bridges' card for the measurement of socialization progress, analysis of educational attainment in the first and the second half of the school year and the Stott's diagnostic paper on "Child in School". The aim of the research is to open the way for objective recognition of children with behavior disturbancies, to find selective methods for the recognition, to point out differences in school failure between children with emotional deviations and normal children and to find ways for modification of educational activities which would result in elimination of school failures. On the basis of scores in perseveration test children were divided into three groups of high, low and average perseveration. Successive investigations have been carried out on pupils of high and low perseveration revealing emotional disturbancies. Pupils of average perseveration formed a control group. Research proved that pupils of high perseveration obtained less educational attainment than those with low perseveration. Out of the experimental group of 40 persons 16 pupils were selected with high disturbancies in behavior. The main cause of their failures consisted in emotional disturbancies. The value of research lies in verification of methods in diagnosing emotional disturbancies. The author postulates differentiation of teaching methods according to emotional characteristics of the pupils.

392. ZIÓŁKOWSKA, ELŻBIETA: **Badania nad wpływem szkoły na rozwój społeczny i umysłowy dzieci 8-letnich.** (Research on the Influence of School on Mental and Social Development of 8-Year-Olds). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 183–204.

Section for the Theory of Education at the University of Poznań started work on verification of the experimentally introduced didactic-educational system for grades I–IV. Assumptions for the experiment are presented in a paper by Ł. Muszyńska entitled "Integral Teaching and Upbringing in Lower Grades of Primary School". The report demonstrates fragments of research on effectiveness of the new system carried out after a year of its implementation, i. e. on eight-year-olds. The degree of the socialization of pupils and the amount of general knowledge required in the curriculum have been used as indicators of effectiveness. Research aimed at stating if the social and mental level of pupils in experimental and control grades is equal. First investigations were carried out at the beginning of grade I in order to level the two groups before introducing the new system to one of them. Analysis of results obtained in the course of the experiment leads to the following conclusions: Children in experimental grades developed a higher degree of skill in cooperation, submitting activities to a general goal, helping others, objective evaluating others' work and adjustment to the rules of the common group game. At the next stage of the research the level of knowledge in the two groups has been measured. Research proved that mental development increases with the social development in children. Thus the experimental system proved to be more effective than the traditional.

See also: 337, 396–397, 402, 412.

VI. 3. SECONDARY

393. HOWORKA, EDWARD and HRYNIEWICKI, JAN and OBARA, MARIAN: **Próba realizacji wychowania seksualnego w opinii młodzieży.** (Attempt at Introducing Sexual Education in the Opinion of the Youth). *Nauczyciel i Wychowanie* 1970, No. 5, pp. 48–55.

Sexual education belongs to the most difficult fields of upbringing. Nobody questions now the necessity to introduce sexual education in schools. What is not yet clear is its conception, the best starting point in time, range, forms, methods of carrying out educational activities of this kind and their institutionalization. In the present work the authors present results of one of the initiatives connected with sexual education introduced by the II Clinic for Gynecology and Women's Diseases at the Medical Academy of Poznań in cooperation with the District Executive of the Association of Laic Schools in Poznań and the local Board of Education. A series of lectures has been started for pupils in final grades of vocational and general schools entitled "Love, Family and Society". Lectures were delivered by doctors, psychologists and sociologists. Since the series was a success lectures were transformed into a permanent institution called "Study in the Culture of Coexistence for Adolescents". Lectures take place once a week in the afternoon. The course lasts six weeks. Research by means of questionnaires has been carried out among the participants of the course and brought a considerable amount of interesting data. They prove that large parts of youth who pretend to know a lot about these problems develop false ideas and have incorrect information in this field. The authors conclude that sexual education should be started earlier and include large number of psychological and pedagogical problems stress being laid on moral and ethic aspects. They also postulate to organize a Center for Methods in Sexual Education.

394. LAUSZ, KAROL: **Podstawowe problemy współczesnej metodyki literatury. Wprowadzenie do metodyki literatury.** (Main Problems of Present-Day Teaching of Literature. Introduction to Methods of Teaching Literature). Państwowe Wydawnictwo Naukowe, Warszawa 1970, 298 pp.

The book is provided for future teachers, mainly for students graduating from the Department of the Polish Language. The main desire of the author is to draw attention to some other problems in the methods of teaching literature than those which have been accepted up to now. The book is an attempt to put a new evaluation to well-worn patterns and ideas in this field and to point to the necessity to find and develop new forms of methodic activity. The book is composed of three parts. Part I entitled "Theoretical Foundations of Teaching Literature" includes considerations on methodology as science, its nature, significance and place among other special theories of instruction as well as its psychological and physiological foundations. The author also discusses school curricula for literature. Part II includes discussion of new assumptions, aims and principles of teaching literature. Part III "Methods of Teaching Literature" presents an analysis of teaching methods and their application. The neccessity to introduce a variety of methods is strongly stressed since constant application of only one of them leads to schematism and boredom. In the modern instruction both traditional and new methods are used, each of them being applied accordingly to the requirements of the teaching process and kind of the material taught.

395. MILEWICZ, BOLESŁAW: **Podręcznik doskonały pilnie poszukiwany.** (Perfect Handbooks Urgently Needed). *Nowa Szkoła* 1970, No. 7/8, pp. 27–31.

The article contains a review of problems included in 72 reports prepared in answer to a questionnaire prepared by the editorial staff of "Nowa Szkoła" pertaining to value of new handbooks for the reformed secondary school for general education.

Reports show teachers' deep interest in the teaching material included in handbooks, their methodic and editorial aspects, didactic functions and relations between handbooks and curricula. The article is an introduction to fragments of reports included in further parts of the present issue of the "Nowa Szkoła" periodical. They concern following handbooks: 1) Polish literature, 2) Polish grammar, 3) Russian, 4) English, 5) French, 6) German, 7) history, 8) geography, 9) biology, 10) algebra and geometry, 11) physics, 12) chemistry, 13) plastic education, 14) music education.

396. STRELAU, JAN: **Indywidualny styl pracy ucznia a cechy temperamentalne.** (Pupils' Individual Style of Work and Their Temperamental Traits). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 59–77, Rez. Sum.

The author discusses the problem of a degree to which temperamental differences among individuals influence their behavioral patterns. Much attention is paid to scientific publications dealing with this subject. The author presents research results which proved the influence of temperamental features upon various spheres of pupils' activities. The research in question verifies the following hypotheses: 1) pupil's behavior in a difficult (stress) situation depends on his temperamental features, 2) the result of the pupil's work in a normal situation does not depend on his temperamental features, which, however, influence his working style. The author discusses several models of a style of work conditioned by a temperamental feature called "reactiveness" or "strength of the nervous system". For reactive personalities the following behavioral features are characteristic: auxiliary activities dominate basic ones, temporary activities — permanent ones, while varied dominate uniform ones. Priority is given to situations with a small number of varied stimuli. By non-reactive pupils correlation between elements is reversed or balanced.

397. SŁOŃSKA, IRENA (ed.): **Teatr młodzieży.** (The Theater of the Youth). Nasza Księgarnia, Warszawa 1970, 213 pp. Institute for Education.

The book has been published on the initiative of the Section for Aesthetic Education at the Institute for Education. It consists of 10 articles by various authors. General considerations on the nature and tasks of the school theater are followed by two retrospective chapters. One of them written by Zdzisław Kwieciński presents the history of school theater in Poland, its traditions and achievements stressing the values which are still alive in the present-day theater. The second one — by Wanda Renikowa shows basic developmental tendencies of school theaters in the Polish People's Republic which influenced the present character of the school stage. Maria Klass, the author of the next article entitled "Theater of Children and Adolescents in the Light of Educational Tasks of Our School", discusses educational functions and forms of school theaters. She also presents relations between school theater and music, physical and aesthetic education, mother tongue and history. Honorata Jabłońska devotes her article to various forms of work in school theaters of an amateur type and criteria for the selection of these forms. Basing her considerations upon a number of examples she presents solutions to some problems of repertoire and settings. Problems of production in an amateur theater are considered by Klementyna Krymkowa, questions of elocution and declamation — by Krystyna Mazur, music and accoustic problems — by Andrzej

Hundziak. The final part of the book includes articles by founders and leaders of school theaters: W. Szczotkowski and U. Wierzbicka who give examples of implementing conceptions of school theaters discussed in proceeding chapters.

See also: 323, 330, 332, 334, 337, 352, 386, 412.

VI. 4. VOCATIONAL

398. DEJNAROWICZ, CZESŁAW and KARWAT, TADEUSZ: **Nowe koncepcje tworzenia programów nauczania dla szkół zawodowych.** (New Ideas of Curricula Construction for Vocational Schools). *Kwartalnik Pedagogiczny* 1970, No. 2, pp. 45–65, Rez. Sum.

The contemporary theory of curricula construction tends to be based on methods applied in science and utilizes information theory, mathematics and results obtained in psychophysiology. New calculatory techniques established for the computers open possibilities to select the most important elements of the teaching material. Computers ensure objective selection of material and its proper distribution in time. The authors discuss conceptions of curricula construction based on the information theory, mathematics and the scientific organization of work. They envisage successive phases of curricula construction activities arranged in a set according to a linear diagram utilizing a logical network of the teaching plan. The authors also quote opinions expressed in Russian educational writings. According to Russian educators the above mentioned approach makes it possible to adjust teaching material to educational objectives, provide maximum utilization of time designed for instruction, obtain proper correlation between the subjects, choose the best solutions with respect to school's functions and eliminate outdated elements.

399. GODLEWSKI, MICHAŁ: **O potrzebie modernizacji treści i metod kształcenia zawodowego.** (On the Need to Modernize Curricula for Vocational Schools). *Nowe Drogi* 1970, No. 9, pp. 43–53.

The author presents the development of vocational schooling and designs perspective tasks for the future. Achievements of vocational education in the Polish People's Republic can be seen in the development of equipment and in the increase in the number of schools. Tasks are determined by technological progress and socio-economic conditions and pertain to the modernization of curricula, organization and teaching methods as well as to the introduction of new teaching aids to the process of instruction. According to the author's opinion vocational school should make it possible for the pupil to assimilate foundations of vocational knowledge and skills indispensable in exercising future profession. It should also facilitate self-instruction and improvement of professional skills in future. Educational policy in Poland aims at organizing national system of permanent training covering post-graduate studies, post-graduate vocational specialization and refreshment courses for adults. Special stress will be laid on improvement of teachers' performance.

400. LEJA, LEON: **Środki dydaktyczne w procesie nauczania szkoły zawodowej.** (Didactic Media in the Process of Instruction in Vocational Schools). *Szkoła Zawodowa* 1970, No. 6, pp. 9–13, No. 7/8 pp. 23–26.

Discussing the model of vocational training the author concentrates round problems of teaching aids in the process of instruction in vocational schools. He stresses the significance of didactic media in the formation of creative thinking and efficient action. According to the author's definition an effective didactic medium is a teaching aid which makes it possible to receive pure information isolated from informative noise. He also lists a number of factors influencing effectiveness of teaching aids. Impressions, perceptions and thinking are the main psychic cognitive processes owing to which man receives and transforms informations, news and announcements. In cognitive and didactic processes in the vocational school three levels of cognition can be distinguished: sensual, intellectual and empirical. The author presents his classification of didactic media according to several criteria, i. e. 1) receptor criterion, 2) criterion of the number of space dimensions and 3) criterion of announcement components. In the second part of the article the author discusses production and conditions for application of audio-visual teaching aids in vocational schools basing on experiences conducted in a number of schools and research centers. In order to define principles of producing and applying teaching aids, L. Leja considers four basic problems: 1) aims of producing audio-visual teaching aids, 2) persons for whom they are designed, 3) conditions of their application, 4) persons using the equipment.

401. MACIASZEK, MAKSYMILIAN: **Drugi etap prac programowych w szkolnictwie zawodowym.** (The Second Stage of Curricula Construction in Vocational Schooling). *Głos Nauczycielski* 1970, No. 35, pp. 3 and 11.

The article reports on the second stage of curricula construction dealt with by the Curricula Department of the Ministry for Education and Higher Education. Stage I resulted in the preparation of curricula documentation for vocational schools functioning on the basis of eight-year-primary school. Stage II consists in constructing curricula for vocational schools basing on greater amount of education than primary school, i. e. for vocational secondary schools for graduates from non-full vocational schools, schools for agricultural preparation and pupils after grade II of secondary general schools, as well as for post-secondary vocational studies and secondary vocational schools for skilled workers. The Department carries out activities in the field of improving new curricula for general vocational subjects introduced to several secondary vocational schools and schools for agricultural preparation in the year 1967. The author discusses principles of curricula construction and teaching plans for new types of vocational schools.

402. NOWACKI, TADEUSZ: **Niezbędna jest wiedza o zawodach.** (Knowledge of Professions is Indispensable). *Nowa Szkoła* 1970, No. 9, pp. 2–5.

The article deals with problems of vocational preorientation. The present nomenclature in force in the Polish People's Republic covers 2424 professions. The authors postulates scientific descriptions of professions and their characteristics as well as popularization of the knowledge of professions through establishing posts for organizers of informative activities and through mass-media, e. g. 10 minute TV programs. Thus undertaken steps should serve Vocational Advisory Centers. Gap in this respect will be partially filled by publications prepared in the Section for Vocational Education of the Institute for Education including vocational characteristics of 500 professions which is a full review of possibilities existing in the field of selecting a vocational school.

403. NOWACKI, TADEUSZ: **Stan badań procesów kształcenia zawodowego.** (State of Research on the Process of Vocational Education). *Kwartalnik Pedagogiczny* 1970, No. 2, pp. 25–43, Rez. Sum.

The author systematizes problems of vocational training according to a scheme of a social and praxiological character. He divides the most important questions into ten groups: educational objectives, proportion of vocational to general education elements, criteria for the selection of teaching material, amount of knowledge and skills required, division of the teaching material into subject-matters and working out time sequences for each of them, teaching methods, pupils as subjects in the process of instruction, conditions for the process, training teachers for vocational schooling and educational attainment. The number of problems increases as a result of variety in specialities within vocational training corresponding to the variety in the professional activities of the society. The problems mentioned above present vast field of interests of every theoretician of vocational schooling. All of them precede the very process of training. The author then analyzes vocational training for adults as well as the problem of improving their professional qualifications. He distinguishes three main functions of these activities: implementary, compensatory and renovational. The last part of the article is devoted to the state of educational research on vocational schooling in the after-war Poland. Contrary to the development of vocational schooling research activities have not been satisfactory. Until the year 1962 when the Section for Vocational Training was established within the Institute for Education there was no research center to deal with this set of problems. Then the Chair of Vocational and Polytechnic Education was organized at the University of Warsaw. Presently a number of similar units are organized at other Polish universities. In December 1969 a branch of the Institute for Education was established in Katowice dealing with the training of specialists for the Polish industry. The author presents the situation in this field as inadequate to the needs of the country and postulates to work out a central research plan and to organize properly equipped institutions which would fill in evident gaps in publications and research problems.

404. PODOSKI, KAZIMIERZ: **W sprawie efektywności kształcenia w ZSZ.** (On the Effectiveness of Training in Non-Full Secondary Vocational Schools). *Nowa Szkoła* 1970, No. 7/8, pp. 12–15.

The article presents considerations on the problem of effectiveness in the training of skilled workers in non-full secondary vocational schools. Author's reflections are based on research carried out in the course of seminars conducted by him. Research has covered three vocational schools in Gdańsk, Gdynia and Warsaw and more than ten vocational schools for adults training workers for industrial plants. Profiles of day schools and of schools for working adults were similar. Analysis of data obtained in the course of the experiment revealed high yearly expenditure for each pupil and high expenditure for training graduates. The author tries to discover if high costs of training in non-full secondary vocational schools are compensated by adequately high effects of training. The main conclusion drawn by the author is that effects of training are relatively low both in non-full secondary vocational schools of a day type and in those for working adults. The author postulates to prolong compulsory general schooling and to shorten the period of vocational training.

405. RATYŃSKI, TADEUSZ: **Model współczesnej szkoły rolniczej przygotowującej rolników wykwalifikowanych.** (The Model of a Modern Agricultural School for Training Skilled Farmers). *Szkoła Zawodowa* 1970, No. 6, pp. 28–31.

The model of an up-to-date agricultural school training skilled farmers and agricultural workers is presented by the author on the basis of research results obtained in the region of Warsaw. The school should be closely connected with productive requirements of agricultural environment. School organization and selection of the teaching material ought to depend on needs of various regions of the country and on the specific character of the organization of agricultural production in Poland. Properly trained teaching staff is indispensable as well as an amount of equipment available in the present economic situation of the country. Teaching plans of the model under examination should take into consideration uniform organization of the school year in a non-full secondary vocational school and practical and theoretical instruction of vocational subjects. Allongside with the profession of the agriculturer the author postulates to introduce specialities of a stock-farmer, agricultural mechanic and gardener. He also presents a conception of teaching plans for these specialities. In the author's opinion candidates for vocational schools should be aged 15–18. School instruction should last two years and be based on the eight-year primary school. Curricula for 34 week instruction should cover general and vocational subjects, practical classes and vocational practice. Considering research results pertaining to organization of instruction, equipment, teaching plans and curricula the author sets forth a conception of modern vocational school model which covers some organizational solutions, specialities, vocational characteristics of graduates and assumptions for theoretical and practical vocational education.

406. SOSNOWSKI, TEOFIL: **Prawno-pedagogiczne aspekty zatrudnienia i wynagrodzenia młodocianych.** (Legal and Educational Aspects of Employment and Salaries for Adolescents). *Szkoła Zawodowa* 1970, No. 5, pp. 17–20, No. 6, pp. 18–20.

On the basis of a number of legal acts the author discusses the situation of pupils in industrial vocational schools, who are workers in a given industrial plant on one hand and pupils subjected to corresponding school rules and regulations on the other. He states the age limit, conditions for carrying out practices in factories pointing to the fact that pupils can be employed only within the frames of vocational training. The author presents a number of legal protective acts aiming at the ensuring of pupils' rights, e. g. free health service, minimum age depending on different vocational specialities, list of specialities forbidden for adolescents, working time limit of six hours per day, additional free time for individual work and ban on employing adolescents in night hours. Young workers have also special holiday rights and practically all possible facilities foreseen for members of trade unions, e. g. places in rest-houses, travel allowances, etc. There is a legal protection for adolescents concerning the termination of the agreement pertaining to employment. Termination can take place only in the following cases: 1) lingering desease of the pupil lasting more than six months, 2) refusal to continue instruction in industrial schools and 3) liquidation of an industrial plant. In the second part of the article the author deals with the system of salaries, determined in the act from July 2, 1968 concerning the employment of adolescents in industrial plants in order to enable them to learn in vocational schools, obtain preliminary vocational training and practice in exercising a profession. Salaries are grouped in three categories according to the above mentioned stages. Pupils' wages in the time of learning in a vocational school are dependent on the year of instruction. Final considerations of the author are devoted to legal aspects of adolescents' salaries, pupils' rights and duties and to compulsive vocational training for working adolescents.

407. ZIELIŃSKI, ZYGMUNT: **Miejsce szkolnictwa pomaturalnego w systemie kształcenia zawodowego.** (Place of the Post-Secondary School in Vocational Education System). *Ruch Pedagogiczny* 1970, No. 3, pp. 292–302.

The present development of vocational schooling has been one of the main factors in the economic growth of the country. The influence is, however, mutual. Vocational schooling as a system is subject to laws governing the national economy. Thus the greatest amount of attention is paid to problems of preparing skilled workers in industrial schools and to vocational training of secondary school graduates. The problem of vocational preparation of general school graduates grows in significance according to the increase in the number of adolescents who for various reasons do not enter university. Vocational post-secondary schools attempt at solving problems of this part of youth. Placing the level of a post-secondary school between secondary and higher vocational preparation should, according to the author's opinion, depend on many factors, among others on the social demand for specialists of a given branch and on the possibilities to train them. The author suggests to shift post-secondary vocational training to the sphere of general services including education, health service, technological services, trade, etc. Selection criteria for the choice of specialists would be formed by requirements of the job demanding secondary vocational preparation on one hand and by possibilities to accomplish the preparation in the course of two years on the other. Until now curriculum construction activities have been started and new rules and regulations worked out. Post-secondary schools obtained independent, separate curricula and internal organization. A problem still to be resolved is separating post-secondary vocational schools by means of working out new and different teaching methods and constructing proper equipment. Organizational separation of these schools would create favorable conditions for shaping their didactic-educational model.

See also: 323, 335, 352, 393, 428.

VI. 5. HIGHER

408. **Dydaktyka Szkoły Wyższej,** Warszawa 1969, No. 4, 247 pp. Rez. Sum. Ministry for Education and Higher Education. Interdepartmental Section for Research on Higher Schooling.

Research reports presented in the fourth number of "Higher School Didactics" are the following: Application of Tests to Control the Teaching Process (A. Macura) pp. 41–49, Inquest for a New Didactic Model for Higher Technological Schools (H. Markiewicz) pp. 51–83, Some Research on the Organization of Student's Work with a Programmed Handbook" (S. Pankiewicz), pp. 123–133, "Utilization of the Control Room for Evaluating Educational Attainment" (J. Sobolewski, K. Woźniak), pp. 135–46. "Programmed Instruction as a Method to Increase Effectiveness of Work in the Teacher's College for Working Adults" (S. Kaczor), pp. 147–158. Besides, the publication includes two articles: "Models for the Profession of an Engineer, Methodology of Their Construction" written by the workers of the Institute for Engineering and Building in Kiev (G. L. Taukacz and J. F. Czubuk), pp. 85–100 and "Didactic Equipment in the Contemporary Higher School" (M. Godlewski) pp. 173–189.

409. **Dydaktyka Szkoły Wyższej,** Warszawa 1970, No. 1/2, 224 pp., Rez. Sum. Rès. Ministry for Education and Higher Education. Interdepartmental Section for Research on Higher Schooling.

Part I (pp. 3–78) of the present volume of research-reports is primarily concerned with educational problems of higher schooling. Professor W. Okoń from the Institute for Education in Warsaw discusses them in his article entitled "Students and the University Staff in the Mutual Relation of the Education and Educated Factors". B. Bromberek from the Adam Mickiewicz University in Poznań deals with educational activities carried out by the supervisor of the year-group in the report under the title "The Role of a Group-Supervisor in the Educational System of a Higher School". Research on educational problems, its results and conclusions are presented by Zofia Krzysztoszek in a report concerning Higher School for Agriculture in Lublin (Social and Vocational Attitudes of the Students in Higher School for Agriculture). The final article by E. Erasmus from the Poznań University (Teaching Methods in Social Sciences) deals with the shaping of social and political attitudes on the part of the students.

Part II entitled "Discussion and Problems" includes the following articles: Statistical Methods in Educational Research (K. Denek and I. Kuźniak). Number and Distribution of Specialized Technological Staff on the Example of Geodesy (Z. Adamczewski), Non-Machine System of Programmed Control — BSK (E. Berezowski), Remarks on Curricula in Mechanics in Higher Schools for Agriculture (J. Kuczewski), Modernization in the Teaching of Farming (L. Malicki, Z. Lecyk). Bibliography and reviews of recent educational publications are included.

410. KRAMER, TEODOR: **Model pracy dydaktyczno-wychowawczej szkoły wyższej.** (Model of Didactic-educational Work in a Higher School). *Życie Szkoły Wyższej* 1970, No. 7/8, pp. 12–17.

A report on the model of didactic-educational work introduced to higher schools a few years ago. The model is presented on the example of the Higher School for Economics in Wrocław. Basic elements of the program for didactic-educational activities are the following: workers' practices as an incentive for the final decision pertaining to the recruitment of candidates for the first year of studies, adaptative course for students at the first year and the so-called educational councils at all the years of studies. The whole of didactic-educational activities is integrated in the plan which also determines tasks which are not included in the act on the higher schooling, curricula and rules and regulations for students. Much attention is paid to scientific activity of students' clubs and youth organizations directing their work not only toward recreation but also to active shaping of higher school life.

411. LEBIEDIŃSKI, WŁODZIMIERZ: **Nauki społeczne w systemie nauczania i wychowania.** (Social Sciences in the System of Teaching and Upbringing). *Życie Szkoły Wyższej* 1970, No. 7/8, pp. 25–34.

Basing on his own experience as a lecturer of philosophy and social sciences in higher schools the author states that students as well as representatives of other disciplines consider these subjects to fulfill merely educational functions and never scientific ones. Reception of these subjects by students is relatively low. In order to change the present situation and ensure marxist philosophy and the theory of social development a proper place in higher school curricula, to which they have been introduced as an indispensable element of general education, the author suggests to increase the number of seminars and to place the course at a higher semester. He also postulates to conduct classes at a higher scientific level and to require assimilation of knowledge more strictly than it has been done until now. In his opinion research should be started on didactics of social sciences special stress being laid on marxist philosophy.

412. **Neodidagmata,** Vol. 1: 1970, 199 pp. University of A. Mickiewicz in Poznań. The Interdepartmental Section for New Teaching Techniques.

The new series published by the University of Poznań is designed not only for higher schools, but also for educational institutions of various levels and types. According to its name, the main tasks are: search for new ways in education, improvement in teaching methods by means of new techniques of instruction and modern teaching aids and helping schools in their efforts to modernize the didactic process. The volume consists of three parts: 1) Problems of Modern Didactics, 2) Search for New Ways of Instruction, 3) Reviews and Bibliography. Part I includes the following articles: F. Januszkiewicz: "Perspectives of Modernity in Higher School Didactics, L. Leja: "Theoretical Premisses and Didactic Values of New Teaching Techniques", J. Bańka: "Marxist Theory of Cognition and Audio-visual Didactics", J. Kmita: "On the Possibility to Utilize Graph Theory in the Process of Instruction", J. Musielak: "Basic Concepts in the Information Theory", W. Ławniczek: "Foundations of the Process of Photography", Cz. Kupisiewicz: "General Characteristics of the Programmed Instruction, E. Fleming: "Audio-visual Aids in Higher School", K. Denek: "Role of Films in the Development of Children and Adolescents", J. Banczerowski: "Role of

Algorithms in Teaching Foreign Languages". Part II includes the following articles: W. Strykowski: "Activities of the Authorities in the Field of Modernizing School Didactics", F. Gołuchowski: "Experiences in Application of Modern Teaching Aids in Some Polish Research Centers", Z. Strzyżewski: "Experience of the Section for Applied Linguistics at the University of Poznań", J. Orzechowski: "Modernizing the Didactic Process in the Institute for Agricultural Technology of the Higher School for Agriculture in Lublin", K. Sokołowski: "Improving Qualifications of the Teaching Staff in the Institute for Mechanization in Kłudzienko", T. Klanowski: "Training of Young Scientific Staff and Teachers in the Interdepartmental Section for New Teaching Techniques" and E. Berezowski: "Didactic Machine EZL201.

413. ORZECHOWSKI, JACEK: **Problemy rozwoju nowoczesnych środków dydaktycznych dla szkoły wyższej.** (Development of Modern Didactic Media for Higher School). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 99–116.

A report presented at the inauguration meeting of the Commission for the Progress in Higher School Didactics at the Main Council for Higher Schooling functioning at the Ministry for Education and Higher Education. The Ministry often expressed interest in the problems of modernizing instruction in higher schools and considered these questions from theoretical and practical points of view. In November 1969 the Executive of the Main Council on Higher Schooling established a Commission for the Progress in Teaching Media and appointed professor Czesław Kupisiewicz its chairman. Activities have been divided into four groups, each of them being dealt with by a separate section 1) training young university staff, 2) training students in doctoral studies, 3) carrying out didactic conferences in chairs, sections, and institutes, 4) establishing chairs for education in all higher schools, 5) carrying out conferences of a didactic character in cooperation with these chairs, 6) organizing interdepartmental conferences within the Ministry for

Education, 7) training staff for audio-visual centers, 8) meetings of the representatives of university authorities concerned with audio-visual teaching aids.

414. ROMANOWSKA-ŁAKOMA, HALINA: **O wychowaniu przez nauczanie w szkole wyższej.** (On Upbringing Through Teaching in Higher Schools). *Życie Szkoły Wyższej* 1970, No. 7/8, pp. 18–24.

Reform in higher school didactics should lead to the union of teaching and upbringing. Set of problems pertaining to the subject is dealt with by the author who stresses that in order to achieve this union curricula modifications should be introduced and main principles of transmitting knowledge defined. Applying Jerome Bruner's concept of structure the author postulates to modify curricula by grading the teaching material according to structures. In the author's opinion, the main principle included in all teaching methods applied is the problem arrangement of basic ideas and concepts, the unknown being selected in such a way that students can independently arrive at new generalizations. Reformed didactic-educational processes should be characterized by a structural arrangement of the teaching material taught in a problem way and thus stimulating intensive mental work and discovery of new individual learning techniques.

See also: 324, 325–328, 353, 378.

VI. 6. ADULT

415. KIERESIŃSKI, ZBIGNIEW: **Kursowe nauczanie języków obcych w Polsce.** (Teaching Foreign Languages at Courses in the Polish People's Republic). *Oświata Dorosłych* 1970, No. 8, pp. 465–468.

Educational activities have been recently considerably developed in the field of teaching foreign languages in Poland and its popularization. These activities are regulated by the following legal acts: 1) ordinance by the Minister of Education from April 20, 1960 concerning organization of foreign language courses, 2) ordinance by the Minister of Education from September 14, 1959 concerning organization of Russian courses for adults, 3) ordinance by the Minister of Education from February 26, 1965 concerning principles of managing non-state educational institutions, 4) ordinance by the Minister of Education from November 28, 1968 concerning extramural examinations for secondary school pupils in foreign languages. According to the above mentioned legal acts trade unions, cooperative and social institutions, associations and employing institutions organize three types of courses for working adolescents and adults: courses for beginners, advanced courses and vocational courses. The years 1960–1970 were a period of intensive development of foreign language courses. Large number of courses are organized by the Center for Educational Services at the Polish Teachers' Association, Clubs of International Books and Press, Center for the Teaching of English in Warsaw, Teachers Cooperative "Wiedza" in Cracow, Association for General Knowledge and the Cooperative "Lingwista". Significant role in the teaching of foreign languages is played by the Polish Radio. The Polish Association of Esperantists organizes courses of Esperanto for adolescents and adults. Main difficulties encountered in the teaching of foreign languages are connected with the lack of teaching aids and shortcomings in teachers' training.

416. KRAJEWSKA, KAROLINA: **Bibliografia oświaty dorosłych.** (Bibliography of Adult Education). *Oświata Dorosłych* 1969 No. 8, pp. 510–512, No. 9, pp. 574–576, No. 10, pp. 634–636; 1970 No. 1, pp. 510–512, No. 2, pp. 127–128, No. 3, pp. 190–192, No. 4, pp. 255–256, No. 5, pp. 318–320, No. 6, pp. 383–384, No. 7, pp. 446–488, No. 8, pp. 510–512, No. 9, pp. 574–576.

The above mentioned copies of "Oświata Dorosłych" include successive fragments of a bibliographic series on adult education. The series is a current annotated Polish bibliography covering the period from April 1, 1969 to July 31, 1970. Educational materials are classified in four sections: 1) General Problems, 2) Training and Self-Instruction of Adults, Vocational Education, 3) Cultural and Educational Activities. Amateur Artistic Movement, 4) Reading Habits.

417. MARCZYK, WOJCIECH: **Motywy uczęszczania do szkoły, dalsze plany i ich realizacja przez uczniów w środowisku uprzemysławianym.** (Motives for Attending School, Further Plans and Their Realization on the Part of the Pupils). *Kwartalnik Pedagogiczny* 1970, No. 2, pp. 121–129.

The article is a report on research on motives for attending school, pupils' plans made in the course of school learning and professional careers of graduates upon the background of social and economic changes occurring in an industrial environment. Research covered all pupils of a primary school for working adults in Płock. Investigations have been carried out by means of questionnaires and pertained to attending school and pupils' plans. Examination of their realization has been accomplished three years later among graduates of the school. Research thus designed enabled the author to compare pupils' plans and their execution, detect changes which occurred in the course of their realization and find out if school has accomplished tasks designed for it in the period of extensive industrialization. Research results proved that both: pupils' plans and their careers were highly correlated with changes resulting from industrialization. Considerations of plans and actual careers reveal that the greatest discrepancies pertained to plans of further learning, change of a profession and remaining in the same environment. Changes in plans have been caused by economic factors, while motives of the changes were of a utilitarian character (stabilization of a profession, better financial status).

418. MAZIARZ, CZESŁAW: **Prace naukowo-badawcze w dziedzinie oświaty dorosłych w katedrach i zakładach szkół wyższych w Polsce w latach 1968–1970.** (Research in the Field of Adult Education in the Polish Higher Schools in the Years 1968–1970). *Oświata Dorosłych* 1970, No. 9, pp. 535–539.

The article is an attempt to sum up data obtained from questionnaires prepared by the editorial staff of "Oświata Dorosłych" entitled "In Andragogical Workshops". In the light of the data the author presents network of research centers dealing with the set of problems pertaining to andragogy as well as the scope of their interests. Most of them are placed in higher schools and have status of chairs or sections, some of them are research centers outside universities as the Section for Adult Education at the Institute for Education and the Interdepartmental Section for Research on Higher Schooling. A number of researches are also carried out independently by individual researchers. The review leads to conclusions that the number of research centers is sufficient, they cannot, however, satisfy needs in this field because of their size (mostly 2–3 researchers), lack of organizational traditions, insufficient financial resources and one-sided specialization of the staff. Researches carried out in these centers pertain to the following problems: 1) teaching and upbringing adults, 2) vocational education and pedagogy of labor, 3) cultural and educational activities, 4) history of adult education, 5) comparative studies, 6) philosophical and methodological foundations of adult education.

419. PÓŁTURZYCKI, JÓZEF: **Szkolnictwo dla pracujących.** Potrzeby i perspektywy. (Schooling for Working Adults. Needs and Perspectives). Wydawnictwo Związkowe CRZZ, Warszawa 1970, 209 pp.

The author considers achievements and the present state of schooling for working adults and attempts at its evaluation. Against the background of the present situation in this field illustrated by rich statistical data the author discusses goals, tasks and actual as well as potential needs of the schooling for working adults in Poland. Successive chapters deal with neccessary and favorable conditions for intensification in this type of schooling. The author carefully analyzes facilities and privileges of workers attending evening schools, attitude of employing institutions toward training the employees, the role of trade unions and the system of social care. In the author's opinion autonomy of adult education with respect to organization, curricula, teaching plans, teaching aids, forms and methods of didactic-educational work is an indispensable condition for the realization of tasks set down for schooling. The second part of the book includes analysis of didactic problems in the light of modern educational theories. The author discusses problems of learning and teaching processes as well as of self-instruction. The final chapter is devoted to educational activities in schools for adults. The author sets forth a set of suggestions concerning the modernization of the system of adult education.

VI. 7. SPECIAL

420. BENDKOWSKI, STANISŁAW: **Problems of Adolescents in the Light of a Legal Act.** (Problemy nieletnich w świetle ustawy). *Szkoła Specjalna* 1970, No. 2, pp. 121–131.

The article presents analysis of the draft of an act on prevention and supressing demoralization and delinquency of adolescents issued December 1968. The draft was published and distributed in 3000 copies and was widely discussed by lawyers, journalists and teachers. The draft has not yet been accepted by the Diet, thus in the part pertaining to adolescents resolutions of the penal code of the year 1932 are still in force, although in other parts they ceased to be valid on December 31, 1969. The draft meets all demands of practice in the wide meaning of the word, takes into consideration opinions of judges of juvenile courts, prosecution organs, educational authorities and social organizations. It also stresses problems of preventive measures and limits the application of punishment increasing the role of educational means. Assumptions of the draft are in full correspondence with postulates set forth by educators, psychologists and judges from the juvenile courts and a sign of considerable progress in preventing and liquidating demoralization in children and adolescents. Evaluating a legal act of that importance requires, however, minute analysis and deep reflection.

421. BENDYCH, EWA: **Przeżycia frustracyjne szkolnej młodzieży niewidomej.** (Frustration Experiences of Blind School Youth). *Szkoła Specjalna* 1970, No. 3, pp. 201–214.

The article presents research carried out in three non-full vocational schools for blind adolescents in Poland in the year 1966. Observations conducted in these schools prove that most of the conflicts appear in the sphere of social contacts and contacts revealing enmity of physical world. Specially difficult situations are created when seeing people communicate by gestures and mimicry which cannot be seen by the blind but can almost always be felt. Young people feel then humilitated and unprotected. Pity or aid tactlessly shown as well as suspecting of them additional handicaps including mental deficiencies influence their frustration to a considerable degree. The other cause of frustration is fright of moving in an unknown area and the resulting possibility of accidents, followed by diseases, operations, hospitalization, loneliness and boredom. In interviews blind adolescents often stress the tendency to satisfy their cognitive needs in choice of a profession which is often based on manual work and therefore does not satisfy ambitions of a large part of pupils. Blind boys and girls also give numerous examples of negative emotional reactions as depressions, fright, resignation, melancholy, sense of humiliation as well as expectations to regain sight.

422. KASPRZYKOWA, KRYSTYNA: **Uciekł z domu.** (He Ran Away). Nasza Księgarnia, Warszawa 1970, 438 pp.

The Head of the Militia Department for Children discusses causes of children's and adolescents' escapes from home. Considerations are based on the experience of the authoress obtained in the course of 20-year work in the Department. Analyzing life-stories and silhouettes of a number of runaway children staying for some time in the Department she concludes that the most frequent reasons for escape are: children's discomfort at home, conflicts in the family, difficult situation of a child, lack of positive emotional attitude, educational errors committed by parents and resulting from the lack of understanding of inner experiences of a child, lack of careful observation of its reactions and neglecting them. In the Department for Children they find aid in solving their difficult life-situations and rescue from going astray.

423. KOZIEŁOWA, STANISŁAWA: **Cechy osobowości uczniów społecznie niedostosowanych a praca dydaktyczna w szkole zakładu poprawczego.** (Personality Features of Socially Unadjusted Pupils and the Didactic Work at School in a House of Correction). *Szkoła Specjalna* 1970, No. 3, pp. 217–232.

Among a number of factors influencing formation of the human personality the role of family and environment is said to be the greatest. On the basis of her own educational experience the author discusses personality features of adolescents in houses of correction coming mostly from families of a high degree of moral decay. Bad treatment influences Psyche of the adolescent and impoverishes his emotional sphere. Many young people reveal emotional frigidity showing at the same time need of friendship. Discussing complicated and biased Psyche of pupils in houses of correction the author tries to state reasons for their reaction on the basis of their behavior. Very often arrogance, cynism and rashness are an unconscious manifestation of sorrow and pretensions to parents and society. Adjusting to atmosphere in the circle of their friends they try to gain their approval by improper behavior and arrogance toward the teacher. The author stresses that each pupil is a different individual thus educational mehods should be varied and changed according to personality features of particular pupils. They have, however, one common feature: they do not want to learn and to think. Thus in order to effectively influence their minds the process of instruction should include as many visual and demonstrative methods as possible. Many of unadjusted adolescents reveal inferiority complexes and lack of belief in their own chances, which often results in apathy or aggressiveness. Liquidation of inferiority complexes in adolescents should be, according to the author's opinion the main task of the house of correction in all resocialization activities.

424. LIPKOWSKI, OTTON: **Nowa struktura i nowe zadania Państwowego Instytutu Pedagogiki Specjalnej im. Marii Grzegorzewskiej.** (New Structure and New Tasks of the Polish Institute for Special Pedagogy). *Szkoła Specjalna* 1970, No. 3, pp. 193–195.

The author discusses legal foundations of the State Institute for Special Pedagogy established in the year 1922 and its structural changes. The structure and tasks of the Institute were defined in rules and regulations approved by the Ministry for Denominations and Public Education, July 12, 1922. Main tasks of the Institute were: 1) training teachers and eductors for handicapped children and 2) research on various problems of special schooling, primarily on teaching methods. Institute did not conduct any in-service training for teachers. In the year 1958 owing to Maria Grzegorzewska's efforts a Chair of Special Pedagogy was organized at the University of Warsaw. Graduates from the Institute were given the opportunity to start studies at the second year without any entrance examinations. Lately, however, they were obliged to pass entrance examinations and start studies at the first year. Carrying out research has not been easy for the Institute because of its organizational structure until May 18, 1970 when some changes of an organizational character were adopted as a result of an Ordinance issued by the Council of Ministers. The Ordinance states the Institute is a research center carrying out didactic activities on the level of higher vocational studies. Institute has the right to organize new departmental units indispensable for carrying out didactic and research activities. It is subjected to the Ministry for Education and Higher Education. The article presents a full text of the Ordinance in question.

425. LIPKOWSKI, OTTON: **W 25-lecie szkolnictwa specjalnego w Polsce Ludowej.** (25-Years of Special Schooling in the Polish People's Republic). *Szkoła Specjalna* 1970, No. 1, pp. 9–27.

The author distinguishes three stages in the development of special schooling in Poland: 1) The period until World War I when the first special schools were established: special school for adolescents with deficient hearing in 1817, for socially unadjusted youth in 1848 in Warsaw, for mentally handicapped children in 1878 in Studzieniec and a number of special schools in the Prussian partition. 2) The between-the-wars period in which interest for handicapped children considerably increases. Special schooling of this period does not satisfy social needs but for the first time it is included in the over-all system of national education. Great influence on Polish special schooling was then exerted by the State Institute for Special Pedagogy under the guidance of Maria Grzegorzewska and the editorial staff of "Special School" edited since the year 1924. 3) Special schooling in the Polish People's Republic was included in the national system of education being fully delivered from the unstable care of various associations and social organizations of a charitable character. Increase in the number of special schools is illustrated in separate tables. The main assumption of the Polish special schooling of the day is its availability for all handicapped children in the country. In the final part of the article the author discusses the following problems: 1) new forms of care for handicapped children, 2) effectiveness and range of activities of selection committees, 3) improvement of revalidation and resocialization methods, 4) school premisses, 5) differentiation of special schools and their further development, 6) vocational training and care for graduates from special schools, 7) care for handicapped children in preschool period, 8) revalidation activities of schools and special educational institutions and 9) training of specialists for the special schools.

426. MARUSZEWSKI, MARIUSZ: **Reedukacja mowy u chorych z afazją jako problem pedagogiki specjalnej.** (Speech Reeducation in Aphasiacs as a Problem in Special Pedagogy). *Kwartalnik Pedagogiczny* 1970, No. 3, pp. 23–43, Rez. Sum.

The article deals problems of speech reeducation in adult aphasiacs, i. e. patients with speech disturbancies resulting from brain lesions. The author states that the world development of theoretical rehabilitation is insufficient in comparison with the increasing needs and possibilities of implementation. Effectiveness of speech reeducation in aphasiacs and conditions necessary for it are discussed on the basis of data obtained by the author in the course of his work in the Section for Therapy of Higher Nervous Activities at the Department for Neurological Rehabilitation in Konstancin in the years 1963–69. Data pertaining to effectiveness of therapy, conditions for it and prognosis for the future treatment are presented in six statistical tables.

The most important factors are general state of health and family conditions. Analyzing problems of diagnostics the author shows shortcomings in terminology and points out difficulties in classification of aphasiacs. In his opinion, diagnosis should be adjusted to many-factor character of disturbancies and reveal not only their mechanisms but also therapeutic methods. The author then discusses mechanisms of compensation, disinhibiting mental functions and relearning. Analysis of reeducation factors reveals significance of therapeutic methods.

427. NOWAKOWSKI, JÓZEF: **Rozwój szkolnictwa specjalnego.** (Development of Special Schooling). *Nowa Szkoła* 1970, No. 7/8, pp. 18–20.

The author presents development of special schooling in Poland on the basis of copious statistical data pertaining to the subject. In the between-the-wars period, i. e. until the year 1938/39 110 schools were established for 12 600 pupils with deficient sight, hearing, mental handicaps and for morally handicapped. It is difficult to state to what extent needs in this respect were satisfied since no complete selection has been carried out of candidates for special schools. Immediately after World War II a system of selecting was established and basic problems of the network of schools, their organization, scope of activities and selection forms were solved. In the year 1964 the Ministry for Education carried out for the first time a full registration of children subjected to compulsory schooling and qualified for special schools of a primary level according to the type of handicap. Registration results were considered to be an indicator of actual needs for special schools. In the year 1969/70 151,000 children, i. e. 2.7 percent of the total number of children of the school age were directed to special primary schools. Out of the children qualified for special schooling—primary schools covered 1.6 percent of the total number. 13 014 children did not enter compulsory schooling and about 47 000 attend regular primary schools. Presently new forms of care and school organization were introduced to the didactic-educational system of special schools and the school system is being adjusted to these forms. Much attention is paid by the Ministry for Education to vocational training of handicapped children, since evident shortcomings exist in that important field of education. The above facts are illustrated by statistical data.

428. NOWAKOWSKI, JÓZEF: **System kształcenia zawodowego młodocianych niewidomych, głuchych oraz umysłowo upośledzonych.** (The System of Vocational Training for Young People with Deficient Sight, Hearing and with Mental Handicaps). *Szkoła Specjalna* 1970, No. 2, pp. 109–120, Rés.

Project of organization and programs for the new system of vocational training for adolescents with deficient sight, hearing and with mental handicaps forms basis for working out normative regulations, curricula and teaching plans and as such is presently being analyzed from the point of view of organizational and program assumptions for the national system of vocational training. The project includes discussion of the forms of training, nomenclature of professions and specialities in schools and courses for handicapped adolescents, scope of instruction and implementation of program assumptions in the system of vocational training. According to regulations concerning nomenclature of professions and specialities in schools, the Educational Boards are to determine professions and specialities introduced in their districts on September 1, 1969 and to inform Ministry for Education of their decisions. Then activities connected with working out curricula and teaching plan preparation will be started in the Ministry for Education.

429. ZABRODZKA, HALINA: **Udział czynnika społecznego w postępowaniu sądów dla nieletnich.** (Social Factor in the Activities of Juvenile Courts). *Szkoła Specjalna* 1970, No. 3, pp. 196–200.

A new penal code was introduced in Poland January 1, 1970. In the course of the last twenty five years great development of juvenile courts could be noted special stress being laid on their social and educational activities. Their establishment dates back to the year 1949 when courts for delinquent youth started their activities thus strengthening the network of auxiliary courts. The present Polish legislation introduces participation of educational authorities and supervisors, schools, industrial plants and social organizations in supressing delinquency as well as in undertaking preventive measures against it. Youth organizations engage in educational work among socially maladjusted youth, while institutions and industrial plants concentrate on the care for orphan children. The author discusses the role of social factors in activities of juvenile courts considering both organizational and factual aspects. She presents participation of assessors, members of Educational Boards and social supervisors in court activities. Much attention is also paid to "Patronate" action, the objective of which is care for orphan children legally established by the Court of Care. Protection of child's rights is carried out by a number of social organizations: The Polish Committee for Social Care, Trade Unions, Women's League, Association of Socialist Youth, Polish Scouts' Association and the Association of Children's Friends.

VII. MISCELLANEOUS

430. SŁOŃSKA, IRENA: **Psychologiczne problemy ilustracji dla dzieci.** (Psychological Problems of Illustrations for Children). Państwowe Wydawnictwo Naukowe, Warszawa 1969, 228 pp., pl. 10, bibl.

The bok by Irena Słońska is the first Polish publication based on research on the reception of illustrations by children of 3–14. The author analyzes children's receptive abilities in the field of illustration, cognitive values and emotional experiences upon the background of infants' Psyche, perception, thinking and individual characteristics. She also discusses the development of criteria for aesthetic evaluation in children. The book is based on rich empirical data collected by means of the following methods: systematic and temporary observation, interviews, questionnaire for older children, natural experiments involving specially prepared pictures. The author collected 3000 opinions of children aged 3–14, 18 complete sets of data pertaining to the process of getting aquainted with the book by eight-year-olds, 150 interviews of children in grade VII, 335 questionnaires filled in by pupils in first grades of secondary schools and 6 individual sets of observation carried out on children coming from families of high plastic culture. The author distinguishes three phases in the process of recepting illustrations. Phase I takes place between the third and the fifth year of age and is characterized by sensual and emotional factors. Phase II starts at the sixth year of age and lasts up to the eleventh characterized by a realistic type of reception. Phase III occurring between 12 and 14 year of age reveals decrease in requirements for realism, appearance of abilities for formal evaluation, interest in intentions and techniques of the painter. Each of the three phases is conditioned by the degree of mental development of the child. On the basis of development in reception the author investigates aesthetic taste and artistic criteria in children. In final chapters of her book I. Słońska discusses the problem of adjusting children's needs as defined by psychology and pedagogy with the painter's right for artistic independence and modern form of illustrations.

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